

TN Part B, Annual Performance Report



**State of Tennessee
Department of Education
Division of Special Education
2005 – 2006**

TABLE OF CONTENTS

OVERALL VIEW OF THE ANNUAL PERFORMANCE REPORT DEVELOPMENT:	3
INDICATOR 1 - GRADUATION	4
INDICATOR 2 – DROP-OUT:	8
INDICATOR 3 – STATEWIDE ASSESSMENTS:	13
INDICATOR 3 – STATEWIDE ASSESSMENTS-FEDERAL: DATA TABLE 6	32
INDICATOR 4 – SUSPENSION/EXPULSION:	51
INDICATOR 5 – LRE PLACEMENT:	56
INDICATOR 6 – PRESCHOOL SETTINGS:	63
INDICATOR 7 – PRESCHOOL SKILLS:	68
INDICATOR 8 – PARENT INVOLVEMENT:	77
INDICATOR 9 – DISPROPORTIONATE REPRESENTATION IN SPECIAL EDUCATION:	81
INDICATOR 10 – DISPROPORTIONATE REPRESENTATION BY SPECIFIC DISABILITY CATEGORIES:	86
INDICATOR 11 – CHILD FIND:	94
INDICATOR 12 – PART C TO B TRANSITION:	96
INDICATOR 13 – SECONDARY TRANSITION WITH IEP GOALS:	100
INDICATOR 14 – SECONDARY TRANSITION AFTER SECONDARY SCHOOL:	102
INDICATOR 15 – MONITORING:	105
INDICATOR 16 - COMPLAINTS:	110
TABLE 7-REPORT OF DISPUTE RESOLUTION	112
INDICATOR 17 – DUE PROCESS HEARINGS:	113
INDICATOR 18 – HEARING REQUESTS THAT WENT TO RESOLUTION:	115
INDICATOR 19 - MEDIATION:	116
INDICATOR 20 – TIMELINESS & ACCURACY OF DATA & REPORTS:	117
STATE INDICATOR 21 – GIFTED:	122
APPENDIX	127

Part B Annual Performance Report (APR) for 2005-2006**OVERALL VIEW OF THE ANNUAL PERFORMANCE REPORT DEVELOPMENT:**

The Part B, IDEA Annual Performance Report (APR) for Tennessee was developed in conjunction with and approved by the State's Advisory Council and the State's Interagency Coordinating Council (for appropriate indicators).

In order to complete this document:

1. Data was gathered from the Federal Data Reports, state End of Year (EOY) Reports, state and federal statistical analysis reports, parent surveys, monitoring information, advocacy and parent groups, local education agencies (LEA) personnel whenever possible. The Office of Data Services reformatted the information into tables that could be used for completion of the indicators.
2. The SPP/APR Chairperson was asked to be responsible for the overall completion and submission of the document.
3. Each of the three Cluster groups were assigned a chairperson for overall management and accountability as well as specific timelines for completion.
4. Each indicator was assigned a primary person who was responsible for primary communication with the stakeholders of that group and ensuring that all information and suggestions were considered in the development and finalization of that indicator. Division personnel were assigned to various indicators and personnel from other offices within the Department of Education, as well as other departments, were asked to be a part of the various indicator groups.
5. The DOE SPP/APR Advisory Committee contacted members from the State Advisory Council, the State Interagency Coordinating Council (ICC), the TN TPI, the Developmental Disability Council and other parent groups asking for persons to participate. Indicator Chairpersons were responsible for contacting persons outside of the Division to participate in the SPP for their indicators. Personnel from the Department of Education's Division of Teaching & Learning, Office of Early Childhood, Office of Evaluation & Assessment, and Office of Accountability, the Department of Human Services, Parent and advocacy groups, interest groups, members of both the State Advisory Council and the State Interagency Coordination Council volunteered and provided feedback for indicators that interested them. This is not a total listing of the offices and groups that were involved, some are also listed within the indicators, but it is an overview.
6. Deadlines for review dates, draft presentations and meetings were established along with determining who should be in attendance at each meeting. Meetings were held on a weekly basis with the cluster and indicator chairpersons to ask and answer questions, review data and indicator progress of various indicators and clarify any issues.
7. Once the document was compiled, the "draft" was submitted to the State SPP/APR Advisory Council and all stakeholders for an additional exchange of information and final review prior to finalization.
8. The document was then presented to the Division of Special Education's State Advisory Council on October 23, 2006 and January 8, 2007, for approval prior to being submitted to OSEP.
9. In addition to the regular meetings, some of the indicator groups had additional meetings. That information is included in the *Overview* of that particular indicator.

This APR will be disseminated by email notification to known organizations & parent groups as well as to LEAs throughout the state via our website, located at <http://www.state.tn.us/education/speced/sereports.shtml>.

Part B State Annual Performance Report (APR) for 2005 - 2006

Overview of the Annual Performance Report Development:

Monitoring Priority: FAPE in the LRE

INDICATOR 1 - GRADUATION: Percent of youth with IEPs graduating from high school with a regular diploma compared to percent of all youth in the State graduating with a regular diploma.

(20 U.S.C. 1416 (a)(3)(A))

Measurement: Measurement for youth with IEPs should be the same measurement as for all youth. Explain calculation.

FFY	Measurable and Rigorous Target
2005-2006	Increase the percent of youth with individual education programs (IEPs) graduating from high school with a regular diploma by 1.5% in order to close the gap between general education and special education students graduating with a regular diploma.

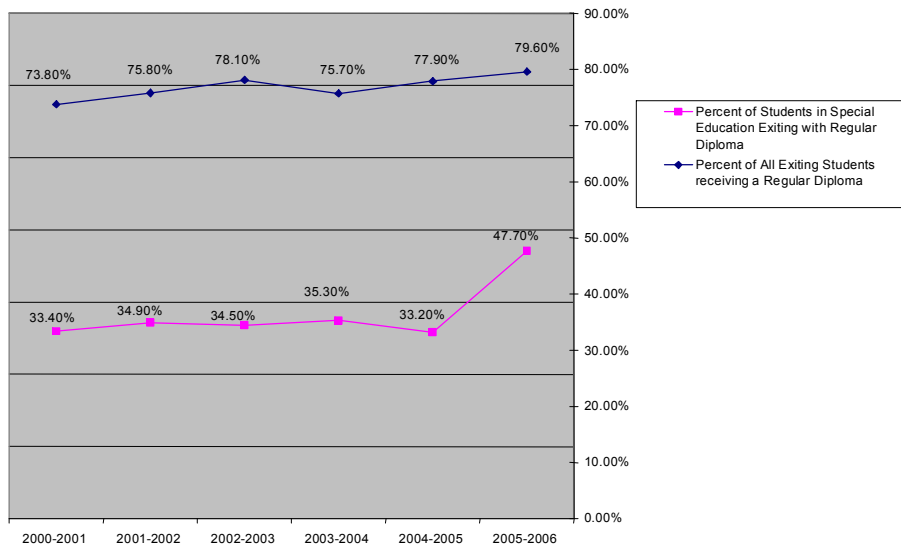
Actual Target Data for 2005-2006:

Percent of Tennessee Students who Graduate with a Regular Diploma

	2000-2001	2001-2002	2002-2003	2003-2004	2004-2005	2005-2006
Percent of ALL Exiting Students receiving a Regular Diploma	73.8	75.8	78.1	75.7	77.9	79.6
Percent of Students in Special Education Exiting with a Regular Diploma	33.4	34.9	34.5	35.3	33.2	47.7

Data sources documents: Tennessee's 2001, 2002, 2003, 2004 2005 OSEP DANS Table 4; Tennessee Department of Education, Division of Accountability Roster of Graduates Reports for 2001 through 2005 school years; and Tennessee Department of Education 2004 Report Card and 2005 Report Card.

Table 1.1
Percent of Tennessee Students who Graduated with a Regular Diploma



Data sources documents: Tennessee's 2001, 2002, 2003 and 2004 OSEP DANS Table 4; Tennessee Department of Education, Division of Accountability Roster of Graduates Reports for 2001, 2002, 2003, and 2004 school years; and Tennessee Department of Education 2004 Report Card and 2005 Report Card.

Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that occurred for 2005-2006:

Tennessee's graduates have a choice of three (3) different exit documents. There is the high school diploma, the high school certificate and the special education diploma. The high school diploma is awarded to students who (1) earn the specified 20 units of credit or satisfactorily complete an individualized educational program, (2) meet competency test or gateway examination standards, and (3) have satisfactory records of attendance and conduct.

The high school certificate is awarded to students who have earned the specified 20 units of credit and who have satisfactory records of attendance and conduct, but who have not met competency test or gateway examination standards.

The special education diploma is awarded to students who have satisfactorily completed an individualized education program, and who have satisfactory records of attendance and conduct, but who have not met competency test or gateway examination standards.

The percent of all students exiting with a regular diploma is defined as the number of all students who graduated with a regular high school diploma divided by the number of students age 14 or older who left school with a regular diploma, with a certificate, or by dropping out. The percent of students in special education exiting with a regular diploma is defined as the number of students receiving special education services who graduated with a regular high school diploma divided by the number of students receiving special education services age 14 or older who left school with a regular diploma, with a certificate, after reaching maximum age, or by dropping out. The calculation is the same for both regular and special education students.

NCLB excludes GED completers from being considered as graduates. In Tennessee, children with disabilities who have satisfactorily completed their Individual Education Program, passed the gateway examination standards (or for students that were freshman prior to 2001, passed the competency tests) and have satisfactory records of attendance and conduct may also receive a regular diploma.

In previous years, there had been yearly increases in special education students exiting with a regular diploma since the 2000-01 baseline except for the slight (.4%) decrease in 2002-03. The 2.1% decrease in special education students exiting with a regular diploma in 2004-05 may have been a result of the new 2004-05 requirement that all students graduating with a regular diploma pass English II, Algebra I and Biology I Gateways. It was thought that this new requirement might reduce the number of special education students graduating with a regular diploma.

A 1.5% yearly increase in the percent of students in special education exiting with a Regular Diploma was considered a rigorous target considering that was the largest increase previously obtained prior to the Gateway requirement. A 14.5% increase was obtained in 2005 – 2006, which far exceeded our proposed target of 35.7%. While many Improvement Activities were implemented, the task force believes that offering a multi-prong group of activities to meet individual needs had a significant effect on student improvement. Three of the most important were: (1) extensive training for test accommodations and Gateway remediation courses offered by LEAs, (2) LEAs focused additional activities toward improving AYP where children with disabilities was a known subgroup and (3) the Department of Education focused on improvement in reading and closing the achievement gap for all students. It is felt the following Improvement Activities are effective and the state will continue to implement them. Overall, progress was made within this indicator utilizing the following activities.

Improvement Activities	Status of Improvement Activities
Beginning with 2005-06 data, compare graduation rates statewide and by LEA to analyze the need for improvement. Identify LEAs with graduation rates lower than the state average for youth with IEPs. Conduct focused monitoring and development of improvement plans where warranted.	<ul style="list-style-type: none"> 11 of 42 LEAs monitored in 2005-06, or 26%, were identified with graduation rates lower than the state average for youth with IEPs. Focused monitorings were not warranted at this time, however the 11 identified LEAs wrote improvement plans to increase their regular high school diploma rates at least 1.5% annually. Collaborated with the TN. Office of Accountability to ensure that LEAs, who do not meet the state standard, included plans for improvement in their local TN. Comprehensive System-wide Planning Process (TCSPP)
Provide extensive training for test accommodations for use with state mandated assessments	<ul style="list-style-type: none"> In the 2005-2006 school year 77.34% of the LEAs provided training regarding TCAP. Special Educators (43.7%) and General Educators (39%) received training on testing accommodations, Alternate Assessment and Portfolio Assessment. Accommodations posted on the SDE website.
Provide Gateway tutoring for at-risk students	<ul style="list-style-type: none"> Technical Assistance (TA) from the RISE Project (Univ. of Memphis) - presentation to special education supervisors in 04-05, ongoing T.A. to 4 LEAs in 05-06 Gateway tutoring included in school program

	improvement plans (PIPs)
Increase student participation in work-based learning	<ul style="list-style-type: none"> • TA from LRE for LIFE (Univ. of TN – Knoxville) provided to 5 LEAs • TA from the RISE Project (1 in-service in 04-05, 1 in-service in 05-06) • Four regional trainings for work-based learning (WBL) coordinators (212 teachers trained)
Increase reading instruction for all grades	<ul style="list-style-type: none"> • TN Reading Policy (State Board of Education policy) Reading Praxis required for all teachers • High School Reform Focus Group (DOE initiative) Align curriculum to IEP goals • TA from LRE for LIFE (5 LEAs in 04-05, 8 LEAs in 05-06) • TA from the RISE Project (6 workshops/presentations in 04-05, 6 workshops in 05-06, ongoing T.A.. to 14 LEAs) • Recently passed HB2973 encourages teacher-training institutes to ensure teacher candidates have instruction in teaching of reading • High School Summit – Reading in the Content Areas • State Improvement Grant (SIG) – Reading First strategies in upper elementary, Middle and High School, Read with Understanding introduced • Workshops by TN DOE, Office of Accountability focusing on reading improvement and LEA accountability for yearly improvement
Explore use of credit recovery programs	<ul style="list-style-type: none"> • Reviewed High School Reform proposals • Seeking to establish baseline of LEAs using credit recovery. • Reviewing how other states are utilizing credit recovery <p>Activity completed.</p>
AYP grant targeted towards NCLB scores for High School graduation rate for students with disabilities sub group	<p>In the 2004-2005 school year, 20 LEAs who were found not to meet AYP because of CWD subgroup were provided technical assistance. Of those 20, 10 came off the list for 2005-06. In 2005-2006, 15 LEAs who were found not to meet AYP because of CWD subgroup were provided special focused technical assistance.</p>

Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for (Insert FFY): [If applicable]

Part B State Annual Performance Report (APR) for 2005 - 2006**Overview of the Annual Performance Report Development:**

Input for completion of this portion of the performance plan included: a stakeholder survey, twice a month meetings with TDOE staff, and multiple requests to stakeholders for input and revisions.

Monitoring Priority: FAPE in the LRE

INDICATOR 2 – DROP-OUT: Percent of youth with IEPs dropping out of high school compared to the percent of all youth in the State dropping out of high school.

(20 U.S.C. 1416 (a)(3)(A))

Measurement: Measurement for youth with IEPs should be the same measurement as for all youth. Explain calculation.

FFY	Measurable and Rigorous Target
2005-2006	Reduce the drop-out rate for students with disabilities by 1.5%.

Actual Target Data for 2005-2006:

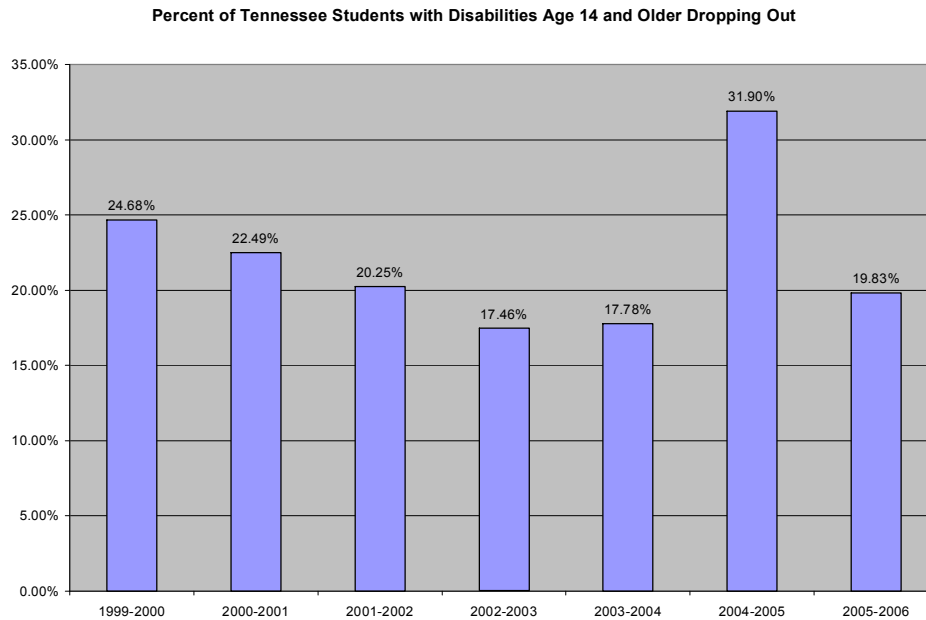
Tennessee defines a dropout as an individual who (1) was enrolled in school at some time during the previous school year; (2) was not enrolled at the beginning of the current school year; (3) has not graduated from high school or completed a state or system approved education program; and (4) does not meet any of the following exclusionary conditions: (i) transfer to another public school, school system, private school, or state- or system-approved education program; (ii) temporary absence due to suspension or illness; or (iii) death.

Tennessee calculates drop-out rates by event rate and cohort rate. Tennessee defines the event rate as the number of students in grades nine through twelve who drop out of school during a given year divided by the net enrollment in grades nine through twelve for the same year. The cohort rate is the percentage of an entering ninth grade class that has dropped out by the end of the twelfth grade. It is calculated by dividing the number of students in a graduating class, who dropped out over the four years they were in high school, by the class's ninth grade net enrollment. The cohort rate has been used for the drop-out calculation method for this plan.

Percentages of students dropping out were calculated by dividing the number of students with disabilities 14 years and older who dropped out by the number of students with disabilities 14 years and older who graduated with a diploma, received a certificate, reached the maximum age for services, died, or dropped out, then multiplying by 100. This provides the event rate for drop-outs in Tennessee.

Percentages for each school year were as follows: 24.68 in 99-00, 22.49 in 00-01, 20.25 in 01-02, 17.46 in 2002-03, 17.78 in 03-04, 31.90 in 04-05 and 19.83 in 05-06. There was a significant

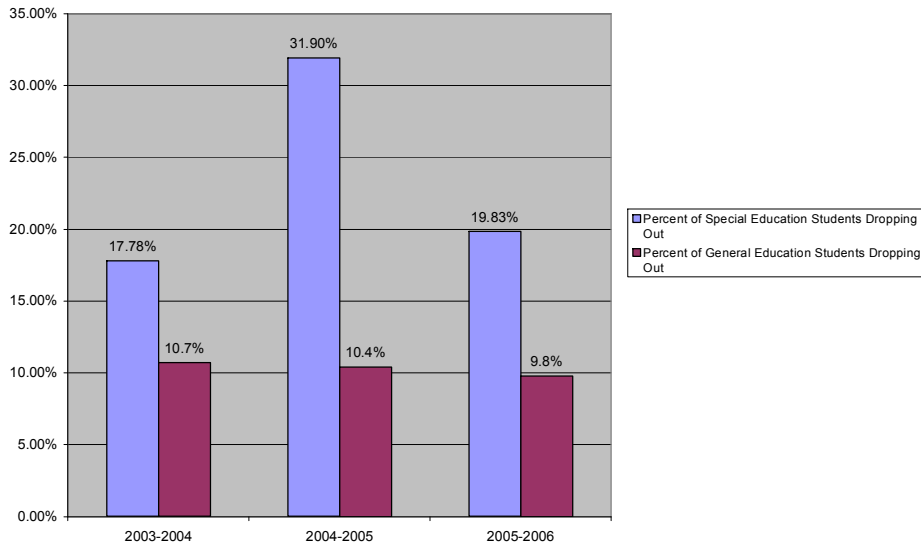
increase in the drop out percentage in 2004-05 in comparison to the previous four years. This was primarily due to a change in the definition of drop-outs by OSEP. The category of students "moved, not known to be continuing" were counted as drop-outs beginning in 2004-05 where they had not been in the past. Prior to this there had been a steady decline in drop out rates over the last 4 years. In 2005-06 the percentage dropped to 19.83, an overall drop of 12.07% from the previous year's high of 31.9. Therefore, TN has met our target for the 2005-06 school - year. This significant decrease is believed to be the result of better tracking by LEAs of students that have moved, extensive technical assistance (through phone calls and WebEx, by the Office of Data Management, and the Improvement Activities below.



Source: Federal Data Table 4 Exiting

TN calculates the cohort dropout rate by the same method for all students. For 2004-05 the cohort rate for all students in TN was 10.4%. The State target for all students is 10%. The 2005-06 cohort rate is 9.8%.

Percent of Special Education Students Dropping Out Compared to General Education Students

**Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that occurred for 2005-2006:**

In addition to the activities listed in Indicator 1, which focused on reading recovery and LEA Accountability, the following improvement activities have also been completed during the 2005-06 SY.

Improvement Activities	Status of Improvement Activities
Develop experimental work activities for grades before graduation.	<ul style="list-style-type: none"> University of TN's <i>Center on Disability and Employment</i> provided TA Internal Self-Assessment Tool
Pursue development of alternate diplomas or graduation paths.	<ul style="list-style-type: none"> DOE <i>High School Redesign</i> Focus Group SREB Transition Forum NCLB diploma options investigated
Increase the availability of vocational programming.	<ul style="list-style-type: none"> 124 LEAs offer Career Technical Education (CTE) programs 6 Career Academic Technical Gateway Institutes in 04-05 and 05-06 Career Academic Technical Integration grants in 18 high schools (third year) Annual Career and Technical Education Conference Contextual Academic Courses realigned to

	<p>regular academic standards</p> <ul style="list-style-type: none"> • Resource Guide developed to assist in placing special education students in appropriate CTE programs
Emphasize development of work based learning programs to increase student involvement and the benefits to students.	<ul style="list-style-type: none"> • TA from LRE for LIFE(5 LEAs) • TA from the RISE Project (1 workshop in 04-05, 1 in 05-06) • Four regional trainings for WBL coordinators (212 teachers trained)
Promote the inclusion of goals for all students in the areas of: independent living, management of personal finances, completing applications and resumes, employment and post secondary schooling exploration.	<ul style="list-style-type: none"> • Internal Self-Assessment Tool • Seamless Transition developed by the University of TN • Self Determination Curriculum developed by the University of TN's Center on Disability and Employment provided TA, regional trainings and developed pilot sites. • 99% of LEAs monitored have PIPs on transition (new indicator for 2005-06 monitoring) • Transition Grants to LEAS (3 in 04-05, 4 in 05-06)
Provide training to special education and general education teachers on differentiated instruction, and testing accommodations.	<ul style="list-style-type: none"> • TA from LRE for LIFE (6 LEAs in 04-05, 10 LEAs in 05-06) • TA from the RISE Project (5 workshops in 04-05, 6 workshops in 05-06, ongoing T.A.. in 14 LEAs) • Differentiated Instruction (DI) trainings were provided by 115 of 128 reporting LEAs. 55.37% of the professionals that attended this event were general educators. 25.04% were special educators. • Field Service Centers and personnel used as resources • SIG – IRIS Center for Faculty Enhancement developed web-based modules for D.I. and accommodations, provided 'train the trainer' training, ed. consultants working in schools
Provide training on Response to Intervention (RTI).	<ul style="list-style-type: none"> • RTI trainings were provided by 76 of 128 reporting LEAs. 54% of the professionals that attended this training were general educators. Special educators made up another 25.2%. • SIG – 3 regional special education supervisor presentations, LEA TA and training, collaboration meetings with SEA general ed staff
Conduct review of drop out rates for all LEAs and identify those falling above an	<ul style="list-style-type: none"> • 28 of 42 LEAs monitored in 2005-06, or 67%, were identified with drop-out rates

APR Template – Part B (4)

Tennessee
State

established target for focused monitoring and development of improvement planning as warranted.	<p>exceeding the established target. Focused monitoring visits were not warranted however the 28 identified LEAs wrote improvement plans to decrease the dropout rate by at least 1.5% per year.</p> <ul style="list-style-type: none">• Collaborate with the TN Office of Accountability to ensure that LEAs, who do not meet the state standard, include plans for improvement in their local TN. Comprehensive System-wide Planning Process(TCSPP)
---	---

Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for (Insert FFY):

Proposed Targets	Improvement Activities	Timelines	Resources

Part B State Annual Performance Report (APR) for 2005-2006

Overview of the Annual Performance Report Development:

Data gathered for Indicator 3 is based on Tennessee's NCLB report for participation and proficiency rates for the Tennessee Comprehensive Assessment Program (TCAP) in the 2005-2006 school year. The Office of Evaluation and Assessment, Division of Accountability and the Office of Assessment, Division of Special Education in the Department of Education (DOE) conducted several meetings to discuss data collected for statewide general and alternate assessments.

Monitoring Priority: FAPE in the LRE

INDICATOR 3 – STATEWIDE ASSESSMENTS: Participation and performance of children with disabilities on statewide assessments:

- A. Percent of districts that have a disability subgroup that meets the State's minimum "n" size meeting the State's Yearly Adequate Progress (AYP) objectives for progress for disability subgroup.
- B. Participation rate for children with IEPs in a regular assessment with no accommodations; regular assessment with accommodations; alternate assessment against grade level standards; alternate assessment against alternate achievement standards.
- C. Proficiency rate for children with IEPs against grade level standards and alternate achievement standards.

(20 U.S.C. 1416 (a)(3)(A))

Measurement:

- A. Percent = $\left[\frac{\text{\# of districts meeting the State's AYP objectives for progress for the disability subgroup (children with IEPs)}}{\text{total \# of districts that have a disability subgroup that meets the State's minimum "n" size in the State}} \right] \times 100$.
- B. Participation rate =
 - a. # of children with IEPs in assessed grades;
 - b. # of children with IEPs in regular assessment with no accommodations (percent = $\left[\frac{(b)}{(a)} \right] \times 100$);
 - c. # of children with IEPs in regular assessment with accommodations (percent = $\left[\frac{(c)}{(a)} \right] \times 100$);
 - d. # of children with IEPs in alternate assessment against grade level achievement standards (percent = $\left[\frac{(d)}{(a)} \right] \times 100$); and
 - e. # of children with IEPs in alternate assessment against alternate achievement standards (percent = $\left[\frac{(e)}{(a)} \right] \times 100$).

Account for any children included in (a) but not included in (b), (c), (d + e) above

Overall Percent = $\left[\frac{(b + c + d + e)}{(a)} \right]$.
- C. Proficiency rate =
 - a. # of children with IEPs in assessed grades;
 - b. # of children with IEPs in assessed grades who are proficient or above as measured by the regular assessment with no accommodations (percent = $\left[\frac{(b)}{(a)} \right] \times 100$);
 - c. # of children with IEPs in assessed grades who are proficient or above as measured by the regular assessment with accommodations (percent = $\left[\frac{(c)}{(a)} \right] \times 100$);
 - d. # of children with IEPs in assessed grades who are proficient or above as measured by the alternate assessment against grade level standards (percent = $\left[\frac{(d)}{(a)} \right] \times 100$); and
 - e. # of children with IEPs in assessed grades who are proficient or above as measured against alternate achievement standards (percent = $\left[\frac{(e)}{(a)} \right] \times 100$).

Account for any children included in (a) but not included in (b), (c), (d + e) above

Overall Percent = [(b + c + d + e) divided by (a)].

FFY	Measurable and Rigorous Target
2005 2005-2006	<p>A. The percent of school districts meeting Tennessee's objectives for AYP will increase to 63.6%.</p> <p>B. The participation rate for children with IEPs in a regular assessment with no accommodations; regular assessment with accommodations; alternate assessment against grade level standards; alternate assessment against alternate achievement standards will continue to meet NCLB requirements of 95% participation in Reading and Mathematics.</p> <p>C. The percent of children with IEPs scoring "Proficient or Above" against grade level standards and alternate achievement standards on statewide Reading Assessments will increase to 71.9%.</p> <p>D. The percent of children with IEPs scoring "Proficient or Above" against grade level standards and alternate achievement standards on statewide Mathematics Assessments will increase to 57.2%.</p>

Measurement:

- A. Percent of districts meeting the State's AYP objectives for progress for disability subgroup.

One hundred and twenty-seven (94.1%) of 135 school districts met the State's AYP objectives for progress (or had n = <45) for the disability subgroup (children with IEPs). Included in the 127 districts are districts that met targets through safe harbor.

- B. Participation rate = 98%

- a. 111,619 children with IEPs were assessed in grades:

Reading

Grade	Number of Students with IEPs
3 (age 8)	8,607
5 (age 10)	8,339
8 (age 13)	9,017
First-Time Test Takers: Gateway English II + Grade 10 TCAP Alt Reading/Language Arts(LA)	(5700 + 246) = 5946
Sub Total Reading/LA	31,909
Grade	Number of Students with IEPs
4 (age 9)	8,390
6 (age 11)	8,395
7 (age 12)	8,557

Sub Total Reading/LA	25,342
Grand Total Reading/LA	57,251

Mathematics

Grade	Number of Students with IEPs
3 (age 8)	8,607
5 (age 10)	8,339
8 (age 13)	9,017
First-Time Test Takers: Gateway Algebra I + Grade 9 TCAP-Alt Mathematics	(2983 + 80) = 3063
Sub Total Mathematics	29,026
Grade	Number of Students with IEPs
4 (age 9)	8,390
6 (age 11)	8,395
7 (age 12)	8,557
Sub Total Mathematics	25,342
Grand Total Mathematics	54,368

Note: For grades 3 - 8, calculations regarding the number of students with IEPs in the grades assessed are based upon December 1, 2005 census. For high school assessments, numbers are based upon first-time test takers reported to have participated in Gateway Assessments and high school alternate assessments (reading – grade 10, mathematics – grade 9). As Gateways are given at the end of the corresponding course, the number of students taking the assessment cannot be correlated to one specific grade.

- b. 30.17% of total children with IEPs participated in the regular assessment (Reading and Mathematics) with no accommodations (percent = 33,680 divided by 111,619 times 100);

Reading

Grade	Number of Students Without Accommodations	Percent
3 (age 8)	2,415	23.33%
5 (age 10)	2,146	20.73%
8 (age 13)	2,832	27.35%
First-Time Test Takers: Gateway English II	2,960	32.36%
Sub Total Reading	10,353	32.45%
Grade	Number of Students Without Accommodations	Percent
4 (age 9)	2,272	32.15%
6 (age 11)	2,226	31.5%
7 (age 12)	2,568	36.34%
Sub Total Reading	7,066	27.9%
Grand Total Reading	17,419	30.43%

Mathematics

Grade	Number of Students Without Accommodations	Percent
3 (age 8)	2,410	28.00%
5 (age 10)	2,144	25.71%
8 (age 13)	2,809	31.15%
First-Time Test Takers:	1,852	60.46%

Gateway Algebra I		
Sub Total Mathematics	9,215	31.75%
Grade	Number of Students Without Accommodations	Percent
4 (age 9)	2,273	27.09%
6 (age 11)	2,218	26.42%
7 (age 12)	2,555	29.85%
Sub Total Mathematics	7,046	27.8%
Grand Total Mathematics	16,261	29.91%

- c. 65.54% of total children with IEPs participated in the regular assessment (Reading and Mathematics) with accommodations (percent = 73,153 divided by 111,619 times 100);

Reading

Grade	Number of Students With Accommodations	Percent
3 (age 8)	5,425	27.3%
5 (age 10)	6,121	30.8%
8 (age 13)	5,587	28.11%
First-Time Test Takers: Gateway English II	2,740	13.79%
Sub Total Reading/LA	19,873	62.28%
Grade	Number of Students With Accommodations	Percent
4 (age 9)	5,784	33.04%
6 (age 11)	5,966	34.08%
7 (age 12)	5,758	32.9%
Sub Total Reading/LA	17,508	69.09%
Grand Total Reading/LA	37,381	65.2%

Mathematics

Grade	Number of Students With Accommodations	Percent
3 (age 8)	5,425	29.7%
5 (age 10)	6,121	33.51%
8 (age 13)	5,587	30.6%
First-Time Test Takers: Gateway Algebra I	1,131	61.93%
Sub Total Mathematics	18,264	62.92%
Grade	Number of Students With Accommodations	Percent
4 (age 9)	5,784	33.04%
6 (age 11)	5,966	34.08%
7 (age 12)	5,758	32.9%
Sub Total Mathematics	17,508	69.09%
Grand Total Mathematics	35,772	65.8%

- d. 0% of total children with IEPs participated in the alternate assessment (Reading and Mathematics) against grade level standards (percent = 0 divided by 111,619 times 100).
Note: Tennessee does not currently offer alternate assessment against grade level standards.

- e. 08.22% of total children with IEPs participated in the alternate assessment (Reading and Mathematics) against alternate achievement standards (percent = 9176 divided by 111,619 times 100).

Reading

Grade	Number of Students Alternate Assessment	Percent
3 (age 8)	612	24.99%
5 (age 10)	756	30.87%
8 (age 13)	835	34.1%
First-Time Test Takers: Gateway English II	246	10.04%
Sub Total Reading/LA	2449	07.67%
Grade	Number of Students Alternate Assessment	Percent
4 (age 9)	657	29.57%
6 (age 11)	779	35.06%
7 (age 12)	786	35.37%
Sub Total Reading/LA	2222	08.77%
Grand Total Reading/LA	4671	08.16%

Math

Grade	Number of Students Alternate Assessment	Percent
3 (age 8)	612	26.81%
5 (age 10)	756	33.11%
8 (age 13)	835	36.57%
First-Time Test Takers: Gateway Algebra I	80	03.5%
Sub Total Mathematics	2283	07.87%
Grade	Number of Students Alternate Assessment	Percent
4 (age 9)	657	29.57%
6 (age 11)	779	35.06%
7 (age 12)	786	35.37%
Sub Total Mathematics	2222	08.77%
Grand Total Mathematics	4505	08.29%

The students included in (a) but not included (b), (c), (d + e) are accounted for through Tennessee's data collection regarding the number of students who were absent for State-mandated assessments as well as those students with medical exemptions. The following tables provide information at the grades/areas specified in this report:

Reading

Reading/LA: Grade	Students with IEPs – Absent (Demographic Data w/o Test Scores)	Students with IEPs – Medical Exemption
3	26	4
5	29	1
8	72	2
High School 10th	0	3

APR Template – Part B (4)

Tennessee
State

Reading/LA: Grade	Students with IEPs – Absent (Demographic Data w/o Test Scores)	Students with IEPs – Medical Exemption
4	23	2
6	40	4
7	77	2

Math

Mathematics: Grade	Students with IEPs – Absent (Demographic Data w/o Test Scores)	Students with IEPs – Medical Exemption
3	26	4
5	30	1
8	94	8
High School 10th	0	3
Mathematics: Grade	Students with IEPs – Absent (Demographic Data w/o Test Scores)	Students with IEPs – Medical Exemption
4	23	2
6	40	4
7	77	2

Overall 103.93% Student Participation¹ in Reading and Mathematics = 33,680 + 73,153 + 0 + 9,176
divided by 111,619

Overall 103.88% Student Participation¹ in Reading

Grade	Number of Students – Without Accommodations (b)	Number of Students – With Accommodations (c)	Number of Students – Alternate Assessment (d+e)	Total Students with IEPs (a)	Total Percent Participation ¹
3	2,415	5,425	612	8,607	98.2%
5	2,146	6,121	756	8,339	108.20%
8	2,832	5,587	835	9,017	102.62%
First-Time Test Takers: Gateway English/ High School TCAP- Alt	2,960 (Gateway tests only)	2,740	246	(5700 + 246) = 5,946	100.00%
Sub Total Reading	10,353	19,837	2,449	31,909	102.29%
Grade	Number of Students – W/out Accommodations (b)	Number of Students – With Accommodations (c)	Number of Students – Alternate Assessment (d+e)	Total Students with IEPs (a)	Total Percent Participation ¹
4	2272	5,784	657	8,390	103.85%
6	2226	5,966	779	8,395	106.86%
7	2568	5,758	786	8,557	106.49%
Sub Total Reading	7,066	17,508	2,222	25,342	105.74%
Grand Total Reading	17,419	37,381	4,671	57,251	103.88%

Overall 103.99% Student Participation¹ in Mathematics

APR Template – Part B (4)

Tennessee
State

Grade	Number of Students – W/out Accommodations (b)	Number of Students – With Accommodations (c)	Number of Students – Alternate Assessment (d+e)	Total Students with IEPs (a)	Total Percent Participation ¹
3	2,410	5,425	612	8,607	98.14%
5	2,144	6,121	756	8,339	108.18%
8	2,809	5,587	835	9,017	102.37%
First-Time Test Takers: Gateway Algebra I/ High School TCAP-Alt Mathematics	1,852 (Gateway tests only)	1,131	80	(2983 + 80) = 3063	100%
Sub Total Math	9,215	18,264	2,283	29,026	102.54%
Grade	Number of Students – W/out Accommodations (b)	Number of Students – With Accommodations (c)	Number of Students – Alternate Assessment (d+e)	Total Students with IEPs (a)	Total Percent Participation ¹
4	2,273	5,784	657	8,390	103.86%
6	2,218	5,966	779	8,395	104.75%
7	2,555	5,758	786	8,557	106.33%
Sub Total Math	7,046	17,508	2,222	25,342	105.66%
Grand Total Math	16,261	35,772	4,505	54,368	103.99%

Note: For grades 3 - 8, calculations regarding the number of students with IEPs in the grades assessed are based upon December 1, 2005 census. For high school assessments, numbers are based upon first-time test takers reported to have participated in Gateway Assessments and high school alternate assessments (reading – grade 10, mathematics – grade 9). As Gateways are given at the end of the corresponding course, the number of students taking the assessment cannot be correlated to one specific grade.

¹ Total Percent Participation numbers are calculated using student totals from the December 1, 2005 census (OSEP) and actual student totals who took the TCAP Assessments in December 2005, February 2006, and April 2006 for the 2005-2006 school year. Census and assessment totals are different because of but not exclusive to student attrition, moving, absence, sickness, and/or graduation, the differences in which contribute to percentages of more than 100%. Tennessee recognizes a disability category that IDEA does not, which includes students who are functionally delayed. These students are assessed using the TCAP-Alt and their participation also contributes to percentages of more than 100%.

C. Proficiency rate = 98-99%

a. 111,619 total of children with IEPs in grades assessed;

Reading

Grade	Number of Students with IEPs
3 (age 8)	8,607
5 (age 10)	8,339
8 (age 13)	9,017
First-Time Test Takers: Gateway English II + Grade 10 TCAP Alt Reading/Language Arts(LA)	(5700 + 246) = 5,946
Sub Total Reading	31,909

Grade	Number of Students with IEPs
4 (age 9)	8,390
6 (age 11)	8,395
7 (age 12)	8,557
Sub Total Reading	25,342
Grand Total Reading	57,251

Mathematics

Grade	Number of Students with IEPs
3 (age 8)	8,607
5 (age 10)	8,339
8 (age 13)	9,017
First-Time Test Takers: Gateway Algebra I + Grade 9 TCAP-Alt Mathematics	$(2983 + 80) = 3,063$
Sub Total Mathematics	29,026
Grade	Number of Students with IEPs
4 (age 9)	8,390
6 (age 11)	8,395
7 (age 12)	8,557
Sub Total Mathematics	25,342
Grand Total Mathematics	54,368

Note: For grades 3 - 8, calculations regarding the number of students with IEPs in the grades assessed are based upon December 1, 2005 census. For high school assessments, numbers are based upon first-time test takers reported to have participated in Gateway Assessments and high school alternate assessments (reading – grade 10, mathematics – grade 9). As Gateways are given at the end of the corresponding course, the number of students taking the assessment cannot be correlated to one specific grade.

- b. 21.21% of children with IEPs in grades assessed who are proficient or above as measured by the regular assessment with no accommodations (percent = 23,670 divided by 111,619 times 100);

Reading

Grade	Number of Students – Without Accommodations Proficient or Above	Percent
3 (age 8)	1,915	23.94%
5 (age 10)	1,680	19.91%
8 (age 13)	1,945	23.05%
First-Time Test Takers: Gateway English II	2,460	26.89%
Sub Total Reading	8,000	25.07%
Grade	Number of Students – Without Accommodations Proficient or Above	Percent
4 (age 9)	1,722	35.23%
6 (age 11)	1,506	30.81%
7 (age 12)	1,660	33.96%
Sub Total Reading	4,888	19.29%
Grand Total Reading	12,888	22.51%

Mathematics

Grade	Number of Students – Without Accommodations Proficient or Above	Percent
3 (age 8)	1,857	30.92%
5 (age 10)	1,661	27.66%
8 (age 13)	1,571	26.16%
First-Time Test Takers: Gateway Algebra I	917	15.27%
Sub Total Mathematics	6,006	20.69%
Grade	Number of Students – Without Accommodations Proficient or Above	Percent
4 (age 9)	1,687	35.32%
6 (age 11)	1,466	30.7%
7 (age 12)	1,623	33.98%
Sub Total Mathematics	4,776	18.85%
Grand Total Mathematics	10,782	19.83%

- c. 36.83% of children with IEPs in grades assessed who are proficient or above as measured by the regular assessment with accommodations (percent = 41,109 divided by 111,619 times 100);

Reading

Grade	Number of Students – With Accommodations Proficient or Above	Percent
3 (age 8)	3,927	28.60%
5 (age 10)	4,304	31.35%
8 (age 13)	3,253	23.69%
First-Time Test Takers: Gateway English II	2,246	16.36%
Sub Total Reading	13,730	43.03%
Grade	Number of Students – With Accommodations Proficient or Above	Percent
4 (age 9)	3,542	35.36%
6 (age 11)	3,314	33.08%
7 (age 12)	3,161	31.56%
Sub Total Reading	10,017	39.53%
Grand Total Reading	23,747	41.48%

Mathematics

Grade	Number of Students – With Accommodations Proficient or Above	Percent
3 (age 8)	2,830	30.84%
5 (age 10)	3,718	40.52%
8 (age 13)	2,055	22.4%
First-Time Test Takers: Gateway Algebra I	573	06.25%
Sub Total Math	9,176	31.61%
Grade	Number of Students – With Accommodations Proficient	Percent

	or Above	
4 (age 9)	2,913	35.6%
6 (age 11)	2,723	33.26%
7 (age 12)	2,550	31.15%
Sub Total Math	8,186	32.3%
Total Mathematics	17,362	31.93%

- d. 0% of children with IEPs in grades assessed who are proficient or above as measured by the alternate assessment against grade level standards (percent = d divided by a times 100);

Tennessee does not currently offer an alternate assessment against grade level standards.

- e. 7.52% Total number of children with IEPs in grades assessed who are proficient or above as measured against alternate achievement standards (percent = 8,393 divided by 111,619 times 100).

Reading

Grade	Number of Students – Proficient or Above Alternate Assessment	Percent
3 (age 8)	567	24.99%
5 (age 10)	707	31.16%
8 (age 13)	767	33.80%
First-Time Test Takers: Gateway English II	228	10.05%
Sub Total Reading	2,269	07.11%
Grade	Number of Students – Proficient or Above Alternate Assessment	Percent
4 (age 9)	608	29.98%
6 (age 11)	711	35.06%
7 (age 12)	709	34.96%
Sub Total Reading	2,028	08.00%
Grand Total Reading	4,297	07.51%

Mathematics

Grade	Number of Students – Proficient or Above Alternate Assessment	Percent
3 (age 8)	550	26.44%
5 (age 10)	707	33.99%
8 (age 13)	749	36.01%
First-Time Test Takers: Gateway Algebra I	74	03.56%
Sub Total Mathematics	2,080	07.17%
Grade	Number of Students – Proficient or Above Alternate Assessment	Percent
4 (age 9)	598	29.66%
6 (age 11)	714	35.42%
7 (age 12)	704	34.92%
Sub Total Mathematics	2,016	07.96%
Grand Total Mathematics	4,096	07.53%

The students included in (a) but not included (b), (c), (d + e) are accounted for through Tennessee's data collection regarding the number of students who were absent for State-mandated assessments as well as those students with medical exemptions. The following tables provide information at the grades/areas specified in this report:

Reading

Reading/LA: Grade	Students with IEPs – Absent (Demographic Data w/o Test Scores)	Students with IEPs – Medical Exemption
3	26	4
5	29	1
8	72	2
High School 10th	0	3
Reading/LA: Grade	Students with IEPs – Absent (Demographic Data w/o Test Scores)	Students with IEPs – Medical Exemption
4	23	2
6	40	4
7	77	2

Math

Mathematics: Grade	Students with IEPs – Absent (Demographic Data w/o Test Scores)	Students with IEPs – Medical Exemption
3	26	4
5	30	1
8	94	8
High School 10th	0	3
Mathematics: Grade	Students with IEPs – Absent (Demographic Data w/o Test Scores)	Students with IEPs – Medical Exemption
4	23	2
6	40	4
7	77	2

Overall 65.56% Student's Scoring Proficient¹ or Above in Reading and Mathematics = $23,670 + 41,109 + 0 + 8,393$ divided by 111,619.

Overall 71.50% Student's Scoring Proficient¹ or Above in Reading

Grade	Number of Students – Proficient or Above – W/out Accommodations (b)	Number of Students – Proficient or Above – With Accommodations (c)	Number of Students – Proficient or Above – Alternate Assessment (d+e)	Number of Students with IEPs (a)	Total Percent Proficient ¹ or Above.
3 (age 8)	1,915	3,927	567	8,607	74.46%
5 (age 10)	1,680	4,304	707	8,339	80.24%
8 (age 13)	1,945	3,253	767	9,017	66.15%
First-Time Test Takers: Gateway English/ High School TCAP- Alt	2,460	2,246	228	(5700 + 246) = 5946	82.98%
Sub Total	8,000	13,730	2,269	34,006	70.57%

APR Template – Part B (4)

Tennessee
State

Reading					
Grade	Number of Students – Proficient or Above – W/out Accommodations (b)	Number of Students – Proficient or Above – With Accommodations (c)	Number of Students – Proficient or Above – Alternate Assessment (d+e)	Number of Students with IEPs (a)	Total Percent Proficient ¹ or Above.
4 (age 9)	1,722	3,542	608	8,390	69.99%
6 (age 11)	1,506	3,314	711	8,395	65.88%
7 (age 12)	1,660	3,161	709	8,557	64.63%
Sub Total Reading	4,888	10,017	2,028	25,342	66.82%
Grade Total Reading	12,888	23,747	4,297	57,251	71.50%

Overall 59.30% Student's Scoring Proficient¹ or Above in Mathematics

Grade	Number of Students – Proficient or Above – W/out Accommodations (b)	Number of Students – Proficient or Above – With Accommodations (c)	Number of Students – Proficient or Above – Alternate Assessment (d+e)	Number of Students with IEPs (a)	Total Percent Proficient ¹ or Above.
3 (age 8)	1,857	2,830	550	8,607	60.85%
5 (age 10)	1,661	3,718	707	8,339	72.98%
8 (age 13)	1,571	2,055	749	9,017	48.52%
First-Time Test Takers: Gateway Algebra I/ High School Mathematics	917	573	74	(2983 + 80) = 3063	51.06%
Sub Total Math	6,006	9,176	2,080	29,026	59.47%
Grade	Number of Students – Proficient or Above – W/out Accommodations (b)	Number of Students – Proficient or Above – With Accommodations (c)	Number of Students – Proficient or Above – Alternate Assessment (d+e)	Number of Students with IEPs (a)	Total Percent Proficient ¹ or Above.
4 (age 9)	1,687	2,913	598	8,390	61.95%
6 (age 11)	1,466	2,723	714	8,395	58.40%
7 (age 12)	1,623	2,550	704	8,557	56.99%
Sub Total Math	4,776	8,186	2,016	25,342	59.10%
Grand Total Math	10,782	17,362	4,096	54,368	59.30%

Note: For grades 3 - 8, calculations regarding the number of students with IEPs in the grades assessed are based upon December 1, 2005 census. For high school assessments, numbers are based upon first-time test takers reported to have participated in Gateway Assessments and high school alternate assessments (reading – grade 10, mathematics – grade 9). As Gateways are given at the end of the corresponding course, the number of students taking the assessment cannot be correlated to one specific grade.

¹ Total Percent Participation numbers are calculated using student totals from the December 1, 2005 census (OSEP) and actual student totals who took the TCAP Assessments in December 2005, February 2006, and April 2006 for the 2005-2006 school year.

Census and assessment totals are different because of but not exclusive to student attrition, moving, absence, sickness, and/or graduation, the differences in which contribute to percentages of more than 100%. Tennessee recognizes a disability category that IDEA does not, which includes students who are functionally delayed. These students are assessed using the TCAP-Alt and their participation also contributes to percentages of more than 100%.

Discussion of Data:

One hundred and twenty - seven (94.1%) of 135 school system's met the State's AYP objectives for progress (or had $n = <45$) for the disability subgroup (children with IEPs). Included in the 127 districts are districts that met targets through safe harbor. This percentage indicates a significant increase (e.g., 2004/2005 = 59.6%) in school systems meeting AYP goals for the students with disabilities subgroup.

All data regarding student scores and use of accommodations was provided to the Tennessee Division of Special Education by the Office of Evaluation, Assessment and Research. Scores analyzed for the 2005-2006 school year reflect performance on the TCAP Assessments in grades 3, 5, 8, and for first-time test takers on Gateway Reading/Language Arts Assessments in grade 10 (English II), Gateway Mathematics Assessments in grade 9 (Algebra I), and high school alternate assessments in reading/language arts and mathematics. All TCAP Assessments are criterion referenced tests (CRTs). For the 2005-2006 school year, student performance for grades 3, 5, 8, and 10 is measured for AYP with baselines established for AYP in grades 4, 6, and 7. Analysis for the additional grade levels baselines of 4, 6, and 7 will impact the 2006 - 2007 report regarding student participation and progress.

In 2005 - 2006, the State collected data pertaining to the number of students with IEPs at specified grade levels. Assessment data for the number of students with IEPs in 3rd through 8th grade was collected from the December 1, 2005 Census Report. Tennessee currently collects the number of students with disabilities by student age rather than by grade level. Therefore, for the purposes of this report, the following ages were determined to correspond to the following grade levels:

Age 8 = Grade 3;
Age 9 = Grade 4;
Age 10 = Grade 5;
Age 11 = Grade 6;
Age 12 = Grade 7; and
Age 13 = Grade 8.

In high school, the Gateway Assessments are given at the end of the corresponding course or after receipt of instruction in the subject area; therefore, participation rates by grade level do not portray a true picture of student achievement. For the purpose of this report, participation and progress rates for the Gateway Assessments are reported for first-time test takers only. Participation rates for the TCAP-Alt reading and mathematics assessments at the high school level are reported by grade level. As the majority of students take the Gateway Mathematics Assessment in grade 9 and the Gateway English II Assessment in grade 10, TCAP-Alt Assessments are administered to students who meet participation guidelines in the corresponding grades.

Note: Tennessee's measurable and rigorous targets for students with disabilities on statewide assessments in attained levels of proficiency for Reading and Mathematics (AYP) are based on the Approved NCLB Accountability Workbook Safe Harbor goal of: **a decrease in "Below Proficient" scores at an annual rate of 10%**. Safe Harbor guidelines are used to report 'expected gains' in performance proficiency scores.

Actual Target Data for 2005-2006:

- A. The percent of school districts meeting Tennessee's objectives for AYP increased to 94.1%, which met and exceeded the goal of 63.6% by 30.5%.
- B. The participation rate for children with IEPs in a regular assessment with no accommodations; regular assessment with accommodations; alternate assessment against grade level standards;

alternate assessment against alternate achievement standards met and exceeded NCLB requirements of 95% participation in Reading and Mathematics with participation rates of 98% and 99% respectively.

- C. The percent of children with IEPs scoring "Proficient or Above" against grade level standards and alternate achievement standards on statewide Reading Assessments was 70.57% in grades 3, 5, 8, and 10, a 1.03% increase from 2004-2005 and for grades 4,6, and 7 the percent was 66.82, thus establishing a baseline for 2006 – 2007 data. All grades aggregated represents 71.50% of the children with IEPs scoring "Proficient or Above" against grade level standards and alternate achievement standards on statewide Reading Assessments, which is .40% less than the 71.9% goal.
- D. The 59.47% of children with IEPs scoring "Proficient or Above" against grade level standards and alternate achievement standards on statewide Mathematics Assessments met and exceeded by 2.27% the 2005-2006 target of 57.2% in grades 3, 5, 8, and 10. In grades 4,6, and 7 the percentage was 59.30, thus establishing a baseline for 2006 – 2007 data.

Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that occurred for 2005-2006:

The TCAP Alternate Assessment Portfolio (TCAP-Alt PA) and Alternate Standards Assessment (TCAP-Alt ASA – an out-of-level assessment) were available to the LEAs for alternate assessment prior to the 2005-2006 school year. In August, 2005, non-regulatory guidance regarding alternate assessment was issued from the US Department of Education. As a result, LEAs were informed that while out-of-level assessments may still be used under Tennessee's alternate assessment program for the 2005-2006 school year, student scores on these assessments would not count towards proficiency or participation for purpose of AYP calculations. The State developed a revised Portfolio Assessment (PA) for the 2005-2006 school year to meet the needs of those students with significant cognitive disabilities. The State is also currently in the development stages of a modified assessment to meet the needs of students with persistent academic disabilities. This assessment will be based on modified achievement standards and it's development will be a continuing process until completion.

Improvement Activities	Status of Improvement Activities
<p>Compare 2005-2006 participation rates and proficiency levels of students with IEPs on TCAP Assessments in grades 3, 5, and 8 and in the Gateway areas of Mathematics (Algebra I), Reading/Language Arts (English II) at the high school level to that of 2004-2005 and 2003 - 2004 school years.</p> <p>Report 2005 – 2006 baseline participation rates and proficiency levels of students with IEPs on TCAP</p>	<p>Students with IEPs (grades 3, 5, and 8) 2005-2006 Math Proficiency Levels:**</p> <ul style="list-style-type: none"> • Students below Proficient (2005-2006 = 44%), (2004-2005 = 45%) (2003-2004 = 55%) • Proficient & Advanced (2005-2006 = 56%), (2004-2005 = 55%) (2003-2004 = 45%) • Students with Disabilities TCAP Participation* (2005-2006 = 98%) <p>Students with IEPs (grade 10) 2005-2006 Math (Algebra I) Proficiency Levels:**</p> <ul style="list-style-type: none"> • Students below Proficient (2005-2006 = 51%), (2004-2005 = 51%) (2003-2004 = 61%) • Students Proficient & Advanced (2005-2006 = 49%), (2004-2005 = 49%) (2003-2004 = 39%) • Students with Disabilities TCAP Participation* (including first time test takers only) (2005-2006 = 98%) <p>Baseline for students with IEPs (grades 4, 6, and 7) 2005-2006 Math Proficiency Levels:**</p> <ul style="list-style-type: none"> ○ Students below Proficient (2005-2006 = 47%) ○ Proficient & Advanced (2005-2006 = 53%)

Formatted Table

APR Template – Part B (4)

Tennessee
State

Assessments in grades 4, 6, and 7.	<ul style="list-style-type: none"> Students with Disabilities TCAP Participation* (2005-2006 = 98%) <p>Students with IEPs (grades 3, 5, and 8) 2005-2006 Reading/Language Arts plus Writing Proficiency Levels:**</p> <ul style="list-style-type: none"> Students below Proficient (2005-2006 = 31%), (2004-2005 = 31%) (2003-2004 = 46%) Students Proficient & Advanced (2005-2006 = 69%), (2004-2005 = 69%) (2003-2004 = 54%) Students with Disabilities TCAP Participation* (2005-2006 = 99%) <p>Students with IEPs (grades 10) 2005-2006 Reading/Language Arts (English II) plus Writing Proficiency Levels:**</p> <ul style="list-style-type: none"> Students below Proficient (2005-2006 = 57%), (2004-2005 = 33%) (2003-2004 = 44%) Students Proficient & Advanced (2005-2006 = 43%), (2004-2005 = 67%) (2003-2004 = 56%) Students with Disabilities TCAP Participation* (including first time test takers only) (2005-2006 = 98%) <p>Baseline for students with IEPs (grades 4, 6, and 7) 2005-2006 Reading/Language Arts (English II) plus Writing Proficiency Levels:**</p> <ul style="list-style-type: none"> Students below Proficient (2005-2006 = 39%) Proficient & Advanced (2005-2006 = 61%) Students with Disabilities TCAP Participation* (2005-2006 = 99%) <p>*Student participation rates are derived from the 2005 and 2006 State of Tennessee Statewide Report Cards. http://www.k-12.state.tn.us/rptcrd05/ and http://www.k-12.state.tn.us/rptcrd06.</p> <p>**All data regarding student scores and use of accommodations was provided to the Tennessee Division of Special Education by the State's Office of Evaluation, Assessment and Research.</p>
<p>TCAP Accommodations Training – specific focus on definitions of accommodations and appropriate use.</p> <p>a. Regional Training</p> <p>b. Posting of Manuals and Training Modules on the Web</p> <p>c. Conference Calls related to SPED and Assessment Issues</p>	<p>Several methods were utilized in accomplishing a), b), and c), which encompassed the entire school year and are as follows:</p> <ul style="list-style-type: none"> 2005-2006 General Assessment and Accommodations Information on State website: http://www.state.tn.us/education/speced/doc/seaccadd05-06.pdf http://www.state.tn.us/education/speced/doc/seiepaci05-06.pdf http://www.state.tn.us/education/speced/doc/seallacc05-06.pdf http://www.state.tn.us/education/speced/doc/sespeacc05-06.pdf http://www.state.tn.us/education/speced/doc/seallinst05-06.pdf http://www.state.tn.us/education/speced/doc/setcapaltman.pdf Statewide 2005-2006 TCAP Accommodations and TCAP-Alt Portfolio Training – October 3, 4, 5, and 6 Telephone Conference TCAP-Alt PA October 26, 2005 TCAP-Alt PA Alternate Achievement Standards Training September 7-8, 2005 TCAP-Alt Writing Assessment Training February 15-16, 2006 TCAP-Alt PA Scoring Training April 25-27, 2006 Webcast TCAP-Alt PA Training July 21-28, 2006 provided for all school systems Webcast TCAP-Alt PA Training July 21-28, 2006 posted http://www.state.tn.us/education/speced/doc/tcap_training_pre06-07.ppt Webcast TCAP-Alt PA Training CD produced and mailed to each school system's Special Education Supervisor

Formatted: Not Highlight

Formatted: Bullets and Numbering

Formatted: Not Highlight

Field Code Changed

Field Code Changed

Formatted: Not Highlight

Formatted: Not Highlight

Field Code Changed

Field Code Changed

Formatted: Not Highlight

Field Code Changed

Formatted: Not Highlight

Field Code Changed

Formatted: Not Highlight

Formatted: Not Highlight

Formatted: Not Highlight

		<ul style="list-style-type: none"> TCAP-Alt PA Manual Updated and posted July 2006 http://www.state.tn.us/education/speced/doc/tcap_06-07_teachersman.pdf Closing the Achievement Gap Initiative Student Accommodations and Modifications Workshops 	
Provide Training for Differentiated Instruction		<p>West TN In-services/Workshops/Trainings/Conference Presentations sponsored by the RISE Project:</p> <ul style="list-style-type: none"> Differentiated Instruction – 11 workshops/in services/conference presentations attended by 364 participants Transition/Work-based Learning Themed – 1 event attended by 7 Literacy Themed – 6 workshops/in-services/conference presentations attended by 91 participants The 9th Annual BEYOND ACCESS Inclusion Conference attended by 256 participants *Level 2 and 3 Ongoing Technical Assistance provided to the W. TN area including LEAs/schools: Differentiated Instruction – 9 schools; Literacy – 14 schools; Gateway Remediation – 4 schools. *These numbers reflect schools that were receiving technical assistance in one or more areas, and are reflected by their primary area of support only. <p>East and Middle TN In-services/Workshops/Trainings/Conference Presentations sponsored by the LRE for LIFE Project:</p> <ul style="list-style-type: none"> Strategies for Differentiating Instructional Process In-services, (Stewart Co.) attended by 23 participants 8/4/05 and (Rutherford County) attended by 13 participants 10/13/05 Strategies for Including Students with Disabilities in General Education Classes In-service, (Stewart Co.) attended by 25 participants 8/4/05 Differentiated Curriculum Content for Students with Severe Disabilities (TASH) <u>In-service</u>, attended by 42 participants 11/10/05 Differentiating Instruction through Multiple Intelligences <u>In-service</u>, (Rutherford County) attended by 28 participants 4/11/06; Strategies for Differentiating Curriculum Content Workshop, (Fairview Middle School, Williamson Co) * attended by participants 27; (Blackman Middle School) attended by 58 participants 8/9/05 <u>**Differentiated Instruction to Actively Engage and Teach All Students Workshop</u>, (Knoxville) attended by participants 9/15-16/05 Differentiating Instruction to Teach All Students Workshop, (Nashville) attended by participants 6/6-7/06 * Workshops were conducted and as a result, staff development & TA from LRE for LIFE Project were requested **Workshops required as part of agreement of collaboration with schools but mailed to all principals and supervisors in East and Middle TN) Ongoing Staff Development & Technical Assistance Agreement Negotiated for 2005-2006 School Year 9 LEAs and 10 schools participating DIFFERENTIATED INSTRUCTION through Vanderbilt's IRIS Center http://iris.peabody.vanderbilt.edu/onlinemodules.html <u>Classroom Assessment (Part 1)</u>: An Introduction to Monitoring Academic Achievement in the Classroom <u>Classroom Assessment (Part 2)</u>: Evaluating Reading Progress <u>Content Standards</u>: Connecting Standards-Based Curriculum to Instructional Planning <u>Providing Instructional Supports</u>: Facilitating Mastery of New Skills <u>RTI (Part 1)</u>: An Overview <u>RTI (Part 2)</u>: Assessment <u>RTI (Part 3)</u>: Reading Instruction <u>RTI (Part 4)</u>: Putting It All Together 	<p>Formatted: Bullets and Numbering</p> <p>Formatted: Font: 10 pt</p> <p>Formatted: Font: 10 pt</p> <p>Field Code Changed</p> <p>Formatted: Font: (Default) Times New Roman, 12 pt</p> <p>Field Code Changed</p> <p>Field Code Changed</p> <p>Field Code Changed</p> <p>Field Code Changed</p> <p>Field Code Changed</p> <p>Field Code Changed</p> <p>Field Code Changed</p> <p>Field Code Changed</p> <p>Field Code Changed</p>

APR Template – Part B (4)

Tennessee
State

	<ul style="list-style-type: none"> • See Jane Read: Teaching Reading to Young Children of Varying Disabilities • The Reading Blues: Strategies to Help Upper Elementary Students Move From Struggle to Success • Using Learning Strategies: Instruction to Enhance Learning <p>A total of 115 LEAs from across the State participated in trainings/workshops/in-services. Of these LEAs, a total 89.84% provided further training and were well attended.*</p> <p>* Data extracted from 2005-2006 SDOE End of Year Report Table 6, Section A</p>	Field Code Changed
Provide Training regarding RTI – systematic instruction to determine need for special education services vs. need for better programming.	<p>For the school year 2005-2006, RTI Introductions and Trainings took place in 76 of the reporting LEAs across Tennessee. 54% of the professionals who attended this training were general educators. Special Educators made up another 25.2% of the participants. Of the LEAs who participated, 59.38% provided further training*</p> <ul style="list-style-type: none"> • The IRIS Center at Vanderbilt University maintains a website on RTI information and training http://iris.peabody.vanderbilt.edu/onlinemodules.html. • The IRIS Center provided RTI initial training/awareness at the Spring Conference on March 9, 2006. Since then, numerous trainers have been successfully trained and have conducted workshops throughout Tennessee. These workshops were supported by SDOE and attended by school system LEAs, teachers, university professors, and parents. • RTI training is ongoing and helps provide a knowledgeable workforce that better understands across the State http://iris.peabody.vanderbilt.edu/. <p>* Data extracted from 2005-2006 SDOE End of Year Report Table 6, Section A</p>	Field Code Changed
Provide technical assistance regarding Special Education and Assessment Issues, specifically accountability/graduation issues related to student participating in Gateway (High School English, Math and Science) Assessments	<ul style="list-style-type: none"> • Webcast TCAP-Alt PA Training July 21-28, 2006 posted http://www.state.tn.us/education/speced/doc/tcap_training_pre06-07.ppt • Webcast TCAP-Alt PA Training CD produced and mailed to each school system's Special Education Supervisor • Mailing on 1% cap requirements including the 1% Cap Form and Instructions • TCAP-Alt PA Question and Answers posted on the State website. http://www.state.tn.us/education/speced/doc/06_07_tcap_alt_portfolio_training_Q_andA.pdf • Email and telephone correspondence throughout the year with school system LEAs and teachers • TCAP-Alt PA participation guidelines: http://www.state.tn.us/education/speced/doc/setcapaltformspacket.pdf • TCAP-Alt Scoring information and guidelines: http://www.state.tn.us/education/speced/seassessment.shtml 	Field Code Changed
<p>Increase efforts to share effective programming strategies for increased proficiency rates on TCAP assessments.</p> <p>a. Determine systems with high rates of student achievement among students with IEPs in areas assessed for AYP and research teaching strategies used within these systems.</p>	<p>In the 2005-2006 school year 77.34% of the LEAs provided training regarding TCAP assessments. Special Educators (43.7%) and General Educators (39%) received training on testing accommodations, Alternate Assessment, and Portfolio Assessment.</p> <p>General Assessment and Accommodations Information on State website: http://www.state.tn.us/education/speced/doc/tcap_acco_instructions06-07.pdf http://www.state.tn.us/education/speced/doc/tcap_acco_agenda06-07.pdf http://www.state.tn.us/education/speced/doc/tcap_allowable_char06-07.pdf http://www.state.tn.us/education/speced/doc/tcap_allowable_inst06-07.pdf http://www.state.tn.us/education/speced/doc/tcap_spec_accommodations06-07.pdf</p>	

APR Template – Part B (4)

Tennessee
State

<p>b. Share information gained from research throughout State through regional trainings and training modules posted on Web.</p>	<p>Collaboration with several Universities across the State through specified Projects provide training/workshops/in-service/and Conferences addressing Empirical Evidence on Accommodations, Assessment, Data Collection and Reporting, and Student Achievement. Some of these Projects include LRE for LIFE through the University of Tennessee at Knoxville, Project RISE through the University of Memphis, and the IRIS Center for Faculty Enhancement through Peabody College at Vanderbilt University.</p>
<p>Alternate Assessment Training including education regarding NCLB and IDEA testing requirements</p> <p>a. Regional Training</p> <p>b. Update and posting of manuals and training modules on the Web</p> <p>c. TCAP-Alt Conference Calls for LEAs</p>	<p>Several methods were utilized in accomplishing a), b), and c), which encompassed the entire school year and are as follows:</p> <ul style="list-style-type: none"> • TCAP-Alt PA Alternate Achievement Standards Training September 7-8, 2005 <ul style="list-style-type: none"> ◦ Telephone Conference TCAP-Alt PA October 26, 2005 • TCAP-Alt Writing Assessment Training February 15-16, 2006 • TCAP-Alt PA Scoring Training April 25-27, 2006 • Webcast TCAP-Alt PA Training July 21-28, 2006 provided for all school system's • Webcast TCAP-Alt PA Training July 21-28, 2006 posted http://www.state.tn.us/education/speced/doc/tcap_training_pre06-07.ppt • Webcast TCAP-Alt PA Training CD produced and mailed to each school system's Special Education Supervisor • TCAP-Alt PA Manual Updated and posted July 2006 http://www.state.tn.us/education/speced/doc/tcap_06-07_teachersman.pdf • SDOE Alternate Assessment website: http://www.state.tn.us/education/speced/seassessment.shtml
<p>Addition of two new assessments to the TCAP Alternate Assessment Program:</p> <p>a. Development of alternate assessment based on modified achievement standards for students with persistent academic disabilities.</p> <p>b. Development of alternate assessment based on alternate achievement standards for students with significant cognitive disabilities.</p>	<p>a. Following the most recent publication and release of OSEP's Federal Register in August 2006, the State is visiting the guidelines for a new alternate assessment based on modified achievement standards for students with persistent academic disabilities. An assessment committee is currently being formed to address the development of this assessment.</p> <p>b. Alternate Achievement Standards (AASs) and Alternate Performance Indicators (APIs) were developed for the 2005-2006 school year by the TCAP Alternate Standards Committee, which was made up of approximately 50 education professionals including DOE personnel from the Office of Evaluation, Assessment and Research, the Division of Special Education and the Division of Curriculum and Instruction and LEA special education professionals and administrators. Alternate Achievement Standards are linked to the State's content standards and are accessed through a continuum of grade level clusters (Kg-2, 3-5, 6-8, and 9-12). The TCAP-Alt is an assessment of the student's progress in academic areas where the content assessed in alternate assessments are related to grade-level content, though it may be restricted in scope or complexity or take the form of pre-requisite skills. The TCAP Alternate Standards Committee reviewed the general content standards for each grade assessed. Thus, APIs were developed as extensions of the general content standards for each grade level clusters in which they are indicated, finalized in September 2005, and served as the basis for the newly revised portfolio assessment.</p> <p>Throughout the Summer of 2005, the TCAP-Alt Advisory Committee – made up of LEA special education practitioners and administrators, higher education professionals, parents, and DOE staff - began working to revise the TCAP-Alt Portfolio Rubric and the TCAP-Alt Participation Guidelines and finished in time for the 2005-2006 school year. The</p>

	<p>Committee developed a Modified Rubric focused more on the academic areas to be assessed rather than the programming opportunities for the student. This Rubric is for students with severe disabilities participating in the PA to further improve assessment validity for student's who either have excessive absences (i.e., student's present 40% or less during the data collection period; student's transfer from out of state after December 31; or student's who attend school, but have an abbreviated schedule) (1/2 day or less). The Homebound Rubric is for those students with significant cognitive disabilities who are placed on homebound for the entire year or the student attends a special day school serving students with significant cognitive and adaptive disabilities and the student's TCAP-Alt PA participation guidelines document cognitive and adaptive skills ≤ 50. The Participation Guidelines were revised to incorporate more student safeguards, including a statement that participation in alternate assessment is in the best interest of the student and not a decision based upon potential impact on school/system performance scores.</p>
--	--

NOTE: TABLE 6 follows this page as requested by OSEP.

Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for (Insert FFY): [If applicable]

Proposed Targets	Improvement Activities	Timelines	Resources

INDICATOR 3 – STATEWIDE ASSESSMENTS-FEDERAL: DATA TABLE 6

U.S. DEPARTMENT OF EDUCATION
OFFICE OF SPECIAL EDUCATION
AND REHABILITATIVE SERVICES
OFFICE OF SPECIAL EDUCATION
PROGRAMS

TABLE 6
REPORT OF THE PARTICIPATION AND PERFORMANCE OF STUDENTS WITH DISABILITIES ON STATE
ASSESSMENTS BY CONTENT AREA, GRADE, AND TYPE OF ASSESSMENT

PAGE 1 OF 18
OMB NO. 1820-0659
FORM EXPIRES: 09/30/2007

2005-2006

STATE: **TN - TENNESSEE**SECTION A. ENROLLMENT DATA FOR THE MATH ASSESSMENT¹

GRADE LEVEL	STUDENTS WITH IEPs (1)	ALL STUDENTS (2)
3	8481	70304
4	8740	69742
5	9056	71013
6	9042	70592
7	9221	71918
8	9340	72101
HIGH SCHOOL (SPECIFY GRADE:)	10	71166

APR Template – Part B (4)

Tennessee
State

U.S. DEPARTMENT OF EDUCATION
OFFICE OF SPECIAL EDUCATION
AND REHABILITATIVE SERVICES
OFFICE OF SPECIAL EDUCATION
PROGRAMS

TABLE 6
REPORT OF THE PARTICIPATION AND PERFORMANCE OF STUDENTS WITH DISABILITIES ON STATE
ASSESSMENTS BY CONTENT AREA, GRADE, AND TYPE OF ASSESSMENT

PAGE 2 OF 18
OMB NO. 1820-0659
FORM EXPIRES: 09/30/2007

2005-2006

STATE: TN - TENNESSEE

SECTION B. PARTICIPATION OF STUDENTS WITH DISABILITIES ON MATH ASSESSMENT

GRADE LEVEL	STUDENTS WITH DISABILITIES WHO TOOK REGULAR ASSESSMENT ON GRADE LEVEL ACHIEVEMENT STANDARDS				Sum of col 3A, 3B, & 3C should be <= col 3
	TOTAL (3)	SUBSET (OF 3) WHO TOOK THE ASSESSMENT WITH ACCOMODATIONS (3A)	SUBSET (OF 3) WITH CHANGES TO THE ASSESSMENT THAT INVALIDATED THEIR SCORE ¹ (3B)	SUBSET (OF 3) WHOSE ASSESSMENT RESULTS WERE INVALID ² (3C)	
3	7835	5425	0	0	5425
4	8057	5784	0	0	5784
5	8265	6121	0	0	6121
6	8184	5966	0	0	5966
7	8313	5758	0	0	5758
8	8396	5587	0	0	5587
HIGH SCHOOL : 10	2983	1131	0	0	1131

¹ Changes to the assessment that invalidate a score are changes in testing materials or procedures that enable a student to participate in the assessment, but result in a score that is not deemed by the State to be comparable to scores received by students without these changes. In some States these changes are called modifications or nonstandard administrations.

² Invalid results are assessment results that cannot be used for reporting and or aggregation due to problems in the testing process (e.g. students do not take all portions of the assessment or students do not fill

APR Template – Part B (4)

Tennessee
State

U.S. DEPARTMENT OF EDUCATION
OFFICE OF SPECIAL EDUCATION
AND REHABILITATIVE SERVICES
OFFICE OF SPECIAL EDUCATION
PROGRAMS

TABLE 6
REPORT OF THE PARTICIPATION AND PERFORMANCE OF STUDENTS WITH DISABILITIES ON STATE
ASSESSMENTS BY CONTENT AREA, GRADE, AND TYPE OF ASSESSMENT

2005-2006

PAGE 3 OF 18

OMB NO. 1820-0659

FORM EXPIRES: 09/30/2007

STATE: TN - TENNESSEE

SECTION B. PARTICIPATION OF STUDENTS WITH DISABILITIES ON MATH ASSESSMENT (CONTINUED)

GRADE LEVEL	STUDENTS WITH DISABILITIES WHO TOOK OUT OF GRADE LEVEL ASSESSMENT		
	TOTAL (4)	SUBSET (OF 4) WITH CHANGES TO THE ASSESSMENT THAT INVALIDATED THEIR SCORE ¹ (4A)	SUBSET (OF 4) WHOSE ASSESSMENT RESULTS WERE INVALID ² (4B)
3	0	0	0
4	1	0	0
5	1	0	0
6	31	0	0
7	39	0	0
8	24	0	0
HIGH SCHOOL : 10	5	0	0

Sum of col 4A & 4B
should be <= Col 4

0

0

0

0

0

0

0

¹ Changes to the assessment that invalidate a score are changes in testing materials or procedures that enable a student to participate in the assessment, but result in a score that is not deemed by the State to be comparable to scores received by students without these changes. In some States these changes are called modifications or nonstandard administrations.

² Invalid results are assessment results that cannot be used for reporting and or aggregation due to problems in the testing process (e.g. students do not take all portions of the assessment or students do not fill

APR Template – Part B (4)

Tennessee
State

U.S. DEPARTMENT OF EDUCATION
OFFICE OF SPECIAL EDUCATION
AND REHABILITATIVE SERVICES
OFFICE OF SPECIAL EDUCATION
PROGRAMS

TABLE 6
REPORT OF THE PARTICIPATION AND PERFORMANCE OF STUDENTS WITH DISABILITIES ON STATE
ASSESSMENTS BY CONTENT AREA, GRADE, AND TYPE OF ASSESSMENT

PAGE 4 OF 18
OMB NO. 1820-0659
FORM EXPIRES: 09/30/2007

2005-2006

STATE: TN - TENNESSEE

SECTION B. PARTICIPATION OF STUDENTS WITH DISABILITIES ON MATH ASSESSMENT (CONTINUED)

GRADE LEVEL	STUDENTS WITH DISABILITIES WHO TOOK ALTERNATE ASSESSMENT					Sum of col 5A & 5B should be equal to Col 5
	TOTAL (5)	SUBSET (OF 5) WHOSE ALTERNATE WAS SCORED AGAINST GRADE LEVEL STANDARDS (5A)	SUBSET (OF 5) WHOSE ALTERNATE WAS SCORED AGAINST ALTERNATE ACHIEVEMENT STANDARDS (5B)	SUBSET (OF 5B) COUNTED AT THE LOWEST ACHIEVEMENT LEVEL BECAUSE OF THE NCLB CAP ³ (5C)	SUBSET (OF 5) WHOSE ASSESSMENT RESULTS WERE INVALID ⁴ (5D)	
3	616	0	616	62	4	616
4	657	0	657	59	1	657
5	759	0	759	49	3	759
6	783	0	783	65	4	783
7	790	0	790	82	4	790
8	840	0	840	86	5	840
HIGH SCHOOL : 10	81	0	81	6	1	81

³ NCLB cap is the limit on the percent of students whose scores can be held to alternate achievement standards in AYP calculations.

⁴ Invalid results are assessment results that cannot be used for reporting and or aggregation due to problems in the testing process (e.g. students do not take all portions of the assessment or students do not fill out the answer sheet correctly).

APR Template – Part B (4)

Tennessee
State

U.S. DEPARTMENT OF EDUCATION
OFFICE OF SPECIAL EDUCATION
AND REHABILITATIVE SERVICES
OFFICE OF SPECIAL EDUCATION
PROGRAMS

TABLE 6

REPORT OF THE PARTICIPATION AND PERFORMANCE OF STUDENTS WITH DISABILITIES ON STATE
ASSESSMENTS BY CONTENT AREA, GRADE, AND TYPE OF ASSESSMENT

PAGE 5 OF 18

OMB NO. 1820-0659

FORM EXPIRES: 09/30/2007

2005-2006

STATE: TN - TENNESSEE

SECTION B. PARTICIPATION OF STUDENTS WITH DISABILITIES ON MATH ASSESSMENT (CONTINUED)

GRADE LEVEL	STUDENTS WHO DID NOT TAKE ANY ASSESSMENT		
	PARENTAL EXEMPTION (6)	ABSENT (7)	EXEMPT FOR OTHER REASONS ⁵ (8)
3	0	26	4
4	0	23	2
5	0	30	1
6	0	40	4
7	0	77	2
8	0	72	8
HIGH SCHOOL : 10	0	50	3

Sum of columns 3 through 8 should equal col 1, Section A	Number reported in col 1, Section A
8481	8481
8740	8740
9056	9056
9042	9042
9221	9221
9340	9340
3122	3122

⁵ Provide a list of other reasons for exemption with the number of students exempted by each grade and reason for exemption.

APR Template – Part B (4)

Tennessee
State

U.S. DEPARTMENT OF EDUCATION
OFFICE OF SPECIAL EDUCATION
AND REHABILITATIVE SERVICES
OFFICE OF SPECIAL EDUCATION
PROGRAMS

TABLE 6
REPORT OF THE PARTICIPATION AND PERFORMANCE OF STUDENTS WITH DISABILITIES ON STATE
ASSESSMENTS BY CONTENT AREA, GRADE, AND TYPE OF ASSESSMENT

2005-2006

PAGE 6 OF 18

OMB NO. 1820-0659

FORM EXPIRES: 09/30/2007

STATE: TN - TENNESSEE

SECTION C. PERFORMANCE OF STUDENTS WITH DISABILITIES ON MATH ASSESSMENT

REGULAR ASSESSMENT ON GRADE LEVEL (9A)												Computed row Total	Computed row total should equal col 3 minus col 3C
GRADE LEVEL	TEST NAME	Below Proficient	Proficient	Advanced							9A ROW TOTAL ²		
		Achievement Level ¹	Achievement Level	Achievement Level	Achievement Level	Achievement Level	Achievement Level	Achievement Level	Achievement Level	Achievement Level			
3	Achievement	3148	3452	1235							7835	7835	7835
4	Achievement	3457	3781	819							8057	8057	8057
5	Achievement	2886	4444	935							8265	8265	8265
6	Achievement	3995	3685	504							8184	8184	8184
7	Achievement	4140	3690	483							8313	8313	8313
8	Achievement	4803	3201	392							8396	8396	8396
HIGH SCHOOL : 10	Gateway - Algebra I	1493	1011	479							2983	2983	2983

LOWEST ACHIEVEMENT LEVEL CONSIDERED PROFICIENT:

Proficient

¹ Include all students whose regular assessment score was in the lowest achievement level plus all students who received a score but changes to the assessment invalidated their score (column 3B).

² The total number of students reported by achievement level in 9A is to equal the number reported in column 3 minus the number reported in columns 3C.

APR Template – Part B (4)

Tennessee
State

U.S. DEPARTMENT OF EDUCATION
OFFICE OF SPECIAL EDUCATION
AND REHABILITATIVE SERVICES
OFFICE OF SPECIAL EDUCATION
PROGRAMS

TABLE 6

REPORT OF THE PARTICIPATION AND PERFORMANCE OF STUDENTS WITH DISABILITIES ON STATE
ASSESSMENTS BY CONTENT AREA, GRADE, AND TYPE OF ASSESSMENT

PAGE 7 OF 18

OMB NO. 1820-0659

FORM EXPIRES: 09/30/2007

STATE: TN - TENNESSEE

2005-2006

SECTION C. PERFORMANCE OF STUDENTS WITH DISABILITIES ON MATH ASSESSMENT (CONTINUED)

ALTERNATE ASSESSMENT ON GRADE LEVEL STANDARDS (9B)											
GRADE LEVEL	TEST NAME	Achievement Level ¹	Achievement Level	Achievement Level	Achievement Level	Achievement Level	Achievement Level	Achievement Level	Achievement Level	Achievement Level	9B ROW TOTAL ²
3		0	0	0	0	0	0	0	0	0	0
4		0	0	0	0	0	0	0	0	0	0
5		0	0	0	0	0	0	0	0	0	0
6		0	0	0	0	0	0	0	0	0	0
7		0	0	0	0	0	0	0	0	0	0
8		0	0	0	0	0	0	0	0	0	0
HIGH SCHOOL : 10		0	0	0	0	0	0	0	0	0	0
		0	0	0	0	0	0	0	0	0	0

Computed row Total

0

Column 5A - column 5D should be less than or equal to computed total

-4

Column 5A should be greater than or equal to computed total

0

LOWEST ACHIEVEMENT LEVEL CONSIDERED PROFICIENT: _____

¹ Include all students whose score on the alternate assessment on grade level standards was in the lowest achievement level plus all students who received a score but changes to the assessment invalidated their score.

² The total number of students reported by achievement level in 9B is to equal the number reported in column 5A minus that portion of 5F that includes students whose assessment scored on grade level standards was invalid.

APR Template – Part B (4)

Tennessee
State

TABLE 6
OF THE PARTICIPATION AND PERFORMANCE OF STUDENTS WITH DISABILITIES ON STATE ASSESSMENTS BY CONTENT AREA, GRADE, AND TYPE OF ASSESSMENT
2005-2006
PAGE 8 OF 18
OMB NO. 1820-0659
FORM EXPIRES: 09/30/2007
STATE: TN - TENNESSEE

PERFORMANCE OF STUDENTS WITH DISABILITIES ON MATH ASSESSMENT (CONTINUED)

ALTERNATE ASSESSMENT SCORED AGAINST ALTERNATE STANDARDS (9C)								
Proficient	Advanced	Out of level						
Achievement Level	Achievement Level	Achievement Level	Achievement Level	Achievement Level	Achievement Level	Achievement Level	Achievement Level	9C ROW TOTAL ²
150	400	0	0	0	0	0	0	612
153	445	0	0	0	0	0	0	657
215	492	1	0	0	0	0	0	757
235	479	31	0	0	0	0	0	810
230	474	39	0	0	0	0	0	825
237	512	24	0	0	0	0	0	859
18	56	5	0	0	0	0	0	85

Computed row Total	(Column 5B - column 5D) + (Column 4 - Column 4B) should be equal to or less than the computed total	Column 5B + Column 4 - Column 4B should be greater than or equal to computed total	Column 5A+5B-5D+4-4B should be equal totals for column 9B plus 9C
612		612	616
657		657	658
757		757	760
810		810	814
825		825	829
859		859	864
85		85	86

use of the NCLB 1% cap plus all students who received a score but changes to the assessment invalidated their score.
your adjusted cap rather than 1% when determining the number of students that must be the lowest achievement level.

ber reported in column 4 plus the number reported in column 5D minus the number reported in columns 4B and that portion
rd was invalid.

APR Template – Part B (4)

Tennessee
State

U.S. DEPARTMENT OF EDUCATION
OFFICE OF SPECIAL EDUCATION
AND REHABILITATIVE SERVICES
OFFICE OF SPECIAL EDUCATION
PROGRAMS

TABLE 6

REPORT OF THE PARTICIPATION AND PERFORMANCE OF STUDENTS WITH DISABILITIES ON STATE
ASSESSMENTS BY CONTENT AREA, GRADE, AND TYPE OF ASSESSMENT

PAGE 9 OF 18

OMB NO. 1820-0659

FORM EXPIRES: 09/30/2007

2005-2006

STATE: TN - TENNESSEE

SECTION C. PERFORMANCE OF STUDENTS WITH DISABILITIES ON MATH ASSESSMENT (CONTINUED)

GRADE LEVEL	TOTAL FOR COLUMN 9A (ON PAGE 6) ¹	TOTAL FOR COLUMN 9B (ON PAGE 7)	TOTAL FOR COLUMN 9C (ON PAGE 8)	NO VALID SCORE ⁷ (10)	TOTAL ⁸ (11)	Sum of Column 3 through column 8	Number reported in col 1, Section A
3	7835	0	612	34	8481	8481	8481
4	8057	0	657	26	8740	8740	8740
5	8265	0	757	34	9056	9056	9056
6	8184	0	810	48	9042	9042	9042
7	8313	0	825	83	9221	9221	9221
8	8396	0	859	85	9340	9340	9340
HIGH SCHOOL : 10	2983	0	85	54	3122	3122	3122

⁷ The number of students reported in column 10 is to equal the number reported in column 3C plus column 4B plus column 5D plus column 6 plus column 7 plus column 8.

⁸ The number of students reported in column 11, the row total, should equal the number of students with IEPs reported in Section A.

APR Template – Part B (4)

Tennessee
State

U.S. DEPARTMENT OF EDUCATION
OFFICE OF SPECIAL EDUCATION
AND REHABILITATIVE SERVICES
OFFICE OF SPECIAL EDUCATION
PROGRAMS

TABLE 6
REPORT OF THE PARTICIPATION AND PERFORMANCE OF STUDENTS WITH DISABILITIES ON STATE
ASSESSMENTS BY CONTENT AREA, GRADE, AND TYPE OF ASSESSMENT

PAGE 10 OF 18
OMB NO. 1820-0659
FORM EXPIRES: 09/30/2007

2005-2006

STATE: TN - TENNESSEE

SECTION D. ENROLLMENT DATA FOR THE READING ASSESSMENT¹

GRADE LEVEL		STUDENTS WITH IEPs (1)	ALL STUDENTS (2)
3		8486	70304
4		8740	69742
5		9057	71013
6		9051	70592
7		9234	71918
8		9357	72101
HIGH SCHOOL (SPECIFY GRADE:)	10	5958	71166

¹At a date as close as possible to the testing date.

APR Template – Part B (4)

Tennessee
State

U.S. DEPARTMENT OF EDUCATION
OFFICE OF SPECIAL EDUCATION
AND REHABILITATIVE SERVICES
OFFICE OF SPECIAL EDUCATION
PROGRAMS

TABLE 6
REPORT OF THE PARTICIPATION AND PERFORMANCE OF STUDENTS WITH DISABILITIES ON STATE
ASSESSMENTS BY CONTENT AREA, GRADE, AND TYPE OF ASSESSMENT

PAGE 11 OF 18
OMB NO. 1820-0659
FORM EXPIRES: 09/30/2007

2005-2006

STATE: TN - TENNESSEE

SECTION E. PARTICIPATION OF STUDENTS WITH DISABILITIES ON READING ASSESSMENT

GRADE LEVEL	STUDENTS WITH DISABILITIES WHO TOOK REGULAR ASSESSMENT ON GRADE LEVEL ACHIEVEMENT STANDARDS				Sum of col 3A, 3B, & 3C should be <= col 3
	TOTAL (3)	SUBSET (OF 3) WHO TOOK THE ASSESSMENT WITH ACCOMODATIONS (3A)	SUBSET (OF 3) WITH CHANGES TO THE ASSESSMENT THAT INVALIDATED THEIR SCORE ¹ (3B)	SUBSET (OF 3) WHOSE ASSESSMENT RESULTS WERE INVALID ² (3C)	
3	7840	5425	0	0	5425
4	8056	5784	0	0	5784
5	8267	6121	0	0	6121
6	8192	5966	0	0	5966
7	8326	5758	0	0	5758
8	8419	5587	0	0	5587
HIGH SCHOOL : 10	5700	2740	0	0	2740

¹ Changes to the assessment that invalidate a score are changes in testing materials or procedures that enable a student to participate in the assessment, but result in a score that is not deemed by the State to be comparable to scores received by students without these changes. In some States these changes are called modifications or nonstandard administrations.

² Invalid results are assessment results that cannot be used for reporting and or aggregation due to problems in the testing process (e.g. students do not take all portions of the assessment or students do not fill out the answer sheet correctly).

APR Template – Part B (4)

Tennessee
State

U.S. DEPARTMENT OF EDUCATION
OFFICE OF SPECIAL EDUCATION
AND REHABILITATIVE SERVICES
OFFICE OF SPECIAL EDUCATION
PROGRAMS

TABLE 6
REPORT OF THE PARTICIPATION AND PERFORMANCE OF STUDENTS WITH DISABILITIES ON STATE
ASSESSMENTS BY CONTENT AREA, GRADE, AND TYPE OF ASSESSMENT

2005-2006

PAGE 12 OF 18
OMB NO. 1820-0659
FORM EXPIRES: 09/30/2007
STATE: TN - TENNESSEE

SECTION E. PARTICIPATION OF STUDENTS WITH DISABILITIES ON READING ASSESSMENT (CONTINUED)

GRADE LEVEL	STUDENTS WITH DISABILITIES WHO TOOK OUT OF GRADE LEVEL ASSESSMENT		
	TOTAL (4)	SUBSET (OF 4) WITH CHANGES TO THE ASSESSMENT THAT INVALIDATED THEIR SCORE ¹ (4A)	SUBSET (OF 4) WHOSE ASSESSMENT RESULTS WERE INVALID ² (4B)
3	0	0	0
4	1	0	0
5	1	0	0
6	32	0	0
7	39	0	0
8	24	0	0
HIGH SCHOOL : 10	8	0	0

¹ Changes to the assessment that invalidate a score are changes in testing materials or procedures that enable a student to participate in the assessment, but result in a score that is not deemed by the State to be comparable to scores received by students without these changes. In some States these changes are called modifications or nonstandard administrations.

² Invalid results are assessment results that cannot be used for reporting and or aggregation due to problems in the testing process (e.g. students do not take all portions of the assessment or students do not fill out the answer sheet correctly).

APR Template – Part B (4)

Tennessee
State

U.S. DEPARTMENT OF EDUCATION
OFFICE OF SPECIAL EDUCATION
AND REHABILITATIVE SERVICES
OFFICE OF SPECIAL EDUCATION
PROGRAMS

TABLE 6
REPORT OF THE PARTICIPATION AND PERFORMANCE OF STUDENTS WITH DISABILITIES ON STATE
ASSESSMENTS BY CONTENT AREA, GRADE, AND TYPE OF ASSESSMENT

PAGE 13 OF 18
OMB NO. 1820-0659
FORM EXPIRES: 09/30/2007

2005-2006

STATE: TN - TENNESSEE

SECTION E. PARTICIPATION OF STUDENTS WITH DISABILITIES ON READING ASSESSMENT (CONTINUED)

GRADE LEVEL	STUDENTS WITH DISABILITIES WHO TOOK ALTERNATE ASSESSMENT					Sum of col 5A, 5B, & 5D should be equal to Col 5
	TOTAL (5)	SUBSET (OF 5) WHOSE ALTERNATE WAS SCORED AGAINST GRADE LEVEL STANDARDS (5A)	SUBSET (OF 5) WHOSE ALTERNATE WAS SCORED AGAINST ALTERNATIVE ACHIEVEMENT STANDARDS (5B)	SUBSET (OF 5B) COUNTED AT THE LOWEST ACHIEVEMENT LEVEL BECAUSE OF THE NCLB CAP ³ (5C)	SUBSET (OF 5) WHOSE ASSESSMENT RESULTS WERE INVALID ⁴ (5D)	
3	616	0	616	45	4	616
4	658	0	658	49	1	658
5	759	0	759	49	3	759
6	783	0	783	68	4	783
7	790	0	790	77	4	790
8	840	0	840	68	5	840
HIGH SCHOOL : 10	247	0	247	18	1	247

³ NCLB cap is the limit on the percent of students whose scores can be held to alternate achievement standards in AYP calculations.

⁴ Invalid results are assessment results that cannot be used for reporting and or aggregation due to problems in the testing process (e.g. students do not take all portions of the assessment or students do not fill out the answer sheet correctly).

APR Template – Part B (4)

Tennessee
State

U.S. DEPARTMENT OF EDUCATION
OFFICE OF SPECIAL EDUCATION
AND REHABILITATIVE SERVICES
OFFICE OF SPECIAL EDUCATION
PROGRAMS

TABLE 6
REPORT OF THE PARTICIPATION AND PERFORMANCE OF STUDENTS WITH DISABILITIES ON STATE
ASSESSMENTS BY CONTENT AREA, GRADE, AND TYPE OF ASSESSMENT

PAGE 14 OF 18

OMB NO. 1820-0659

FORM EXPIRES: 09/30/2007

2005-2006

STATE: TN - TENNESSEE

SECTION E. PARTICIPATION OF STUDENTS WITH DISABILITIES ON READING ASSESSMENT (CONTINUED)

GRADE LEVEL	STUDENTS WHO DID NOT TAKE ANY ASSESSMENT			Sum of columns 3 through 8 should equal col 1, Section A	Number reported in col 1, Section A
	PARENTAL EXEMPTION (6)	ABSENT (7)	EXEMPT FOR OTHER REASONS ⁵ (8)		
3	0	26	4	8486	8486
4	0	23	2	8740	8740
5	0	29	1	9057	9057
6	0	40	4	9051	9051
7	0	77	2	9234	9234
8	0	72	2	9357	9357
HIGH SCHOOL : 10	0	0	3	5958	5958

⁵ Provide a list of other reasons for exemption with the number of students exempted by each grade and reason for exemption.

APR Template – Part B (4)

Tennessee
State

U.S. DEPARTMENT OF EDUCATION
OFFICE OF SPECIAL EDUCATION
AND REHABILITATIVE SERVICES
OFFICE OF SPECIAL EDUCATION
PROGRAMS

TABLE 6
REPORT OF THE PARTICIPATION AND PERFORMANCE OF STUDENTS WITH DISABILITIES ON STATE
ASSESSMENTS BY CONTENT AREA, GRADE, AND TYPE OF ASSESSMENT

PAGE 15 OF 18

OMB NO. 1820-0659

FORM EXPIRES: 09/30/2007

STATE: TN - TENNESSEE

2005-2006

SECTION F. PERFORMANCE OF STUDENTS WITH DISABILITIES ON READING ASSESSMENT

REGULAR ASSESSMENT ON GRADE LEVEL (9A)											
GRADE LEVEL	TEST NAME	Below Proficient	Proficient	Advanced							9A ROW TOTAL ²
		Achievement Level ¹	Achievement Level	Achievement Level	Achievement Level	Achievement Level	Achievement Level	Achievement Level	Achievement Level	Achievement Level	
3	Achievement	1998	4894	948	0	0	0	0	0	0	7840
4	Achievement	2792	4483	781	0	0	0	0	0	0	8056
5	Achievement	2273	5230	764	0	0	0	0	0	0	8267
6	Achievement	3372	4316	504	0	0	0	0	0	0	8192
7	Achievement	3505	4325	496	0	0	0	0	0	0	8326
8	Achievement	3221	4599	599	0	0	0	0	0	0	8419
HIGH SCHOOL : 10	Gateway English II	994	2945	1761	0	0	0	0	0	0	5700

Computed row total
should equal
col 3 minus
col 3C

Computed row
Total

7840

8056

8267

8192

8326

8419

5700

LOWEST ACHIEVEMENT LEVEL CONSIDERED PROFICIENT:

Proficient

¹ Include all students whose regular assessment score was in the lowest achievement level plus all students who received a score but changes to the assessment invalidated their score (column 3B).

² The total number of students reported by achievement level in 9A is to equal the number reported in column 3 minus the number reported in columns 3C.

APR Template – Part B (4)

Tennessee
State

U.S. DEPARTMENT OF EDUCATION
OFFICE OF SPECIAL EDUCATION
AND REHABILITATIVE SERVICES
OFFICE OF SPECIAL EDUCATION
PROGRAMS

TABLE 6
REPORT OF THE PARTICIPATION AND PERFORMANCE OF STUDENTS WITH DISABILITIES ON STATE
ASSESSMENTS BY CONTENT AREA, GRADE, AND TYPE OF ASSESSMENT

PAGE 16 OF 18

OMB NO. 1820-0659

FORM EXPIRES: 09/30/2007

STATE: TN - TENNESSEE

2005-2006

SECTION F. PERFORMANCE OF STUDENTS WITH DISABILITIES ON READING ASSESSMENT (CONTINUED)

ALTERNATE ASSESSMENT ON GRADE LEVEL STANDARDS (9B)											
GRADE LEVEL	TEST NAME	Achievement Level ¹	Achievement Level	Achievement Level	Achievement Level	Achievement Level	Achievement Level	Achievement Level	Achievement Level	Achievement Level	9B ROW TOTAL ²
3		0	0	0	0	0	0	0	0	0	0
4		0	0	0	0	0	0	0	0	0	0
5		0	0	0	0	0	0	0	0	0	0
6		0	0	0	0	0	0	0	0	0	0
7		0	0	0	0	0	0	0	0	0	0
8		0	0	0	0	0	0	0	0	0	0
HIGH SCHOOL : 10		0	0	0	0	0	0	0	0	0	0

Computed row Total	Column 5A - column 5D should be less than or equal to computed total	Column 5A should be greater than or equal to computed total
0	-4	0
0	-1	0
0	-3	0
0	-4	0
0	-4	0
0	-5	0
0	-1	0

LOWEST ACHIEVEMENT LEVEL CONSIDERED PROFICIENT:

¹ Include all students whose score on the alternate assessment on grade level standards was in the lowest achievement level plus all students who received a score but changes to the assessment invalidated their score.

² The total number of students reported by achievement level in 9B is to equal the number reported in column 5A minus that portion of 5F that includes students whose assessment scored on grade level standards was invalid.

APR Template – Part B (4)

Tennessee
State

U.S. DEPARTMENT OF EDUCATION
OFFICE OF SPECIAL EDUCATION
AND REHABILITATIVE SERVICES
OFFICE OF SPECIAL EDUCATION
PROGRAMS

TABLE 6
REPORT OF THE PARTICIPATION AND PERFORMANCE OF STUDENTS WITH DISABILITIES ON STATE
ASSESSMENTS BY CONTENT AREA, GRADE, AND TYPE OF ASSESSMENT

2005-2006

PAGE 17 OF 18

OMB NO. 1820-0659

FORM EXPIRES: 09/30/2007

STATE: TN - TENNESSEE

SECTION F: PERFORMANCE OF STUDENTS WITH DISABILITIES ON READING ASSESSMENT (CONTINUED)

ALTERNATE ASSESSMENT SCORED AGAINST ALTERNATE STANDARDS (9C)											
GRADE LEVEL	TEST NAME	BELOW Proficient	Proficient	Advanced	Out of Level						
		Achievement Level ¹	Achievement Level	Achievement Level	Achievement Level	Achievement Level	Achievement Level	Achievement Level	Achievement Level	Achievement Level	9C ROW TOTAL ²
3	TCAP-AII PA	45	146	421	0	0	0	0	0	0	612
4	TCAP-AII PA	49	155	453	1	0	0	0	0	0	658
5	TCAP-AII PA	49	200	507	1	0	0	0	0	0	757
6	TCAP-AII PA	68	237	474	32	0	0	0	0	0	811
7	TCAP-AII PA	77	217	492	39	0	0	0	0	0	825
8	TCAP-AII PA	68	223	544	24	0	0	0	0	0	859
HIGH SCHOOL : 10	TCAP-AII PA	18	95	133	8	0	0	0	0	0	254

LOWEST ACHIEVEMENT LEVEL CONSIDERED PROFICIENT:

Proficient

¹ Include all students whose assessment counted in the lowest achievement level because of the NCLB 1% cap plus all students who received a score but changes to the assessment invalidated their score.
If your state has an approved exception to the 1% cap, as indicated in Section A, use your adjusted cap rather than 1% when determining the number of students that must be the lowest achievement level.

² The total number of students reported by achievement level in 9D is to equal the number reported in column 4 plus the number reported in column 5D minus the number reported in columns 4B and that portion of 5F that includes students whose alternate assessment scored on alternate standard was invalid.

Computed row Total	(Column 5B - column 5D) + (Column 4 - Column 4B) should be equal to or less than the computed total	Column 5B + Column 4 - Column 4B should be greater than or equal to computed total	Column 5A+5B- 5D+4-4B should be equal totals for column 9B plus 9C
612		612	616
658		658	659
757		757	760
811		811	815
825		825	829
859		859	864
254		254	255

APR Template – Part B (4)

Tennessee
State

U.S. DEPARTMENT OF EDUCATION
OFFICE OF SPECIAL EDUCATION
AND REHABILITATIVE SERVICES
OFFICE OF SPECIAL EDUCATION
PROGRAMS

TABLE 6

REPORT OF THE PARTICIPATION AND PERFORMANCE OF STUDENTS WITH DISABILITIES ON STATE
ASSESSMENTS BY CONTENT AREA, GRADE, AND TYPE OF ASSESSMENT

PAGE 18 OF 18

OMB NO. 1820-0659

FORM EXPIRES: 09/30/2007

2005-2006

STATE: TN - TENNESSEE

SECTION F. PERFORMANCE OF STUDENTS WITH DISABILITIES ON READING ASSESSMENT (CONTINUED)

GRADE LEVEL	TOTAL FOR COLUMN 9A (ON PAGE 15)	TOTAL FOR COLUMN 9B (ON PAGE 16)	TOTAL FOR COLUMN 9C (ON PAGE 17)	NO VALID SCORE ⁷ (10)	TOTAL ⁸ (11)	Sum of Column 3 through column 8	Number reported in col 1, Section A
3	7840	0	612	34	8486	8486	8486
4	8056	0	658	26	8740	8740	8740
5	8267	0	757	33	9057	9057	9057
6	8192	0	811	48	9051	9051	9051
7	8326	0	825	83	9234	9234	9234
8	8419	0	859	79	9357	9357	9357
HIGH SCHOOL : 10	5700	0	254	4	5958	5958	5958

⁷ The number of students reported in column 10 is to equal the number reported in column 3C plus column 4B plus column 5D plus column 6 plus column 7 plus column 8.

⁸ The number of students reported in column 11, the row total, should equal the number of students with IEPs reported in Section A.

APR Template – Part B (4)

Tennessee
State

U.S. DEPARTMENT OF EDUCATION
OFFICE OF SPECIAL EDUCATION
AND REHABILITATIVE SERVICES
OFFICE OF SPECIAL EDUCATION
PROGRAMS

TABLE 6

COMMENTS

REPORT OF THE PARTICIPATION AND PERFORMANCE OF STUDENTS WITH DISABILITIES ON STATE ASSESSMENTS BY CONTENT AREA, GRADE, AND TYPE OF ASSESSMENT

GO BACK

STATE: TN - TENNESSEE

Which assessment

Reasons for Exception

TCAP, TCAP-Alt PA, Gateway - grades 3-8 and 10th grade	All exceptions/exemptions listed on pages 5 and 14 of Table 6 are medical exemptions for students' whose significant medical condition prevent them from fully or partially participating in the statewide assessment. The number of students receiving medical exemption in the reported grade tested is very small, a total of 12 for math and 12 for Reading/language arts. Medical exemptions are applied for by LEAs and reviewed and accepted or rejected at the SEA level.
--	---

Overview of the Annual Performance Report Development:

Monitoring Priority: FAPE in the LRE

INDICATOR 4 – SUSPENSION/EXPULSION: Rates of suspension and expulsion:

- A. Percent of districts identified by the State as having a significant discrepancy in the rates of suspensions and expulsions of children with disabilities for greater than 10 days in a school year; and
- B. Percent of districts identified by the State as having a significant discrepancy in the rates of suspensions and expulsions of greater than 10 days in a school year of children with disabilities by race and ethnicity.

(20 U.S.C. 1416(a)(3)(A); 1412(a)(22))

Measurement:

- A. Percent = $[(\# \text{ of districts identified by the State as having significant discrepancies in the rates of suspensions and expulsions of children with disabilities for greater than 10 days in a school year}) \div (\# \text{ of districts in the State})] \times 100$.
- B. Percent = $[(\# \text{ of districts identified by the State as having significant discrepancies in the rates of suspensions and expulsions for greater than 10 days in a school year of children with disabilities by race ethnicity}) \div (\# \text{ of districts in the State})] \times 100$.

Include State's definition of "significant discrepancy."

FFY	Measurable and Rigorous Target
2005-2006	<p>A. The percent of LEAs having a significant discrepancy in the rates of suspension/expulsion will be reduced to 5.5%</p> <p>B. Since this is a new indicator, the taskforce decided to set the target at the baseline percentage of 13%.</p>

Actual Target Data for 2005-2006:

- A. TN has defined significant discrepancy as a cut score of >1% with any LEA having a higher rate of suspension/expulsion than 1% being identified as having a significant discrepancy. LEAs who do not exceed this discrepancy rate but who have a percentage of suspensions/expulsions between .5% and 1% are evaluated for 'at risk' classification.

Data obtained from the December 1, 2005 child count (OSEP Table 1) indicates that during 2005-2006, although four (4) LEAs were able to reduce their number of suspensions, thirty percent (or 41 LEAs) of the systems in Tennessee had a significant discrepancy in the suspension/expulsion rates of students with disabilities, as opposed to seven percent the previous year.

This slippage may be due to a change in data collection in Tennessee over the 2005-2006 school year. Previously, all suspension and expulsion data was supplied by special education personnel, who were able to adjust it if IEP team decisions affected the status of a suspension. During the 2005-2006 year, data was supplied by a state-wide computerized system that an entire LEA utilizes, with no allowance for changes in special education IEP team decisions. This

APR Template – Part B (4)

Tennessee
State

computerized count may have increased the number of recorded suspensions in many systems who previously did not submit high numbers of suspensions for students with disabilities.

The numbers in the forty-one systems whose data reflected a significant discrepancy are as follows:

District ID	School District	Unduplicated Count of Students with Suspensions/ Expulsions	Dec. 1 2005 IDEA Child Count Ages 3-21+ (OSEP Table 1)	Percent
350	Hardeman County Schools	28	200	14.00%
231	Dyersburg City Schools	37	344	10.76%
570	Jackson Madison	201	2012	9.99%
274	Bradford SSD	6	71	8.45%
012	Oak Ridge Schools	45	705	6.38%
300	Greene County Schools	64	1147	5.58%
790	Shelby County Schools	240	5510	4.36%
051	Alcoa City	7	188	3.72%
620	Monroe County Schools	27	777	3.47%
581	Richard City SSD	1	29	3.45%
120	Chester Co Schools	6	186	3.23%
530	Loudon County Schools	9	282	3.19%
600	Maury County Schools	52	1693	3.07%
110	Cheatham City Schools	24	783	3.07%
370	Hawkins County Schools	38	1256	3.03%
590	Marshall County Schools	16	530	3.02%
390	Henderson County Schools	14	492	2.85%
271	Humboldt City Schools	6	218	2.75%
240	Fayette County Schools	14	517	2.71%
130	Claiborne County Schools	17	648	2.62%
550	McNairy County Schools	12	473	2.54%
380	Haywood County Schools	10	438	2.28%
480	Lake County Schools	4	177	2.26%
800	Smith County Schools	9	452	1.99%
150	Cocke County Schools	15	792	1.89%
531	Lenoir City Schools	5	277	1.81%
900	Washington County Schools	19	1059	1.79%
730	Roane County Schools	20	1231	1.62%
542	Etowah City Schools	1	62	1.61%
094	McKenzie SSD	3	190	1.58%
770	Sequatchie County Schools	6	393	1.53%
621	Sweetwater City Schools	3	215	1.40%
190	Davidson County	123	8935	1.38%
750	Rutherford County Schools	43	3192	1.35%
280	Giles County	7	542	1.29%
340	Hancock County Schools	2	162	1.23%

680	Perry County Schools	3	249	1.20%
220	Dickson County Schools	13	1105	1.18%
040	Bledsoe County	4	360	1.11%
961	York Institute	1	90	1.11%
050	Blount County Schools	19	1770	1.07%

Through LEA Monitoring - During the 2005-2006 school year suspension/expulsion rates of all LEAs in TN were reviewed (using 2004-05 data) and compared to the State defined discrepancy rate as defined above. Forty-two (42) of the State's total LEAs, on the monitoring cycle for the 2005-06 school year, were designated as those whose rates would be focused on for determination of need for Program Improvement Plans (PIPs). Two (2) of the forty-two (42) LEAs, or 5% of this group, were found to exceed the 1% discrepancy rate and a PIP was written with goals for reducing these rates. Additionally, one (1) LEA, or 2% of this group, had a suspension /expulsion rate between .5% and 1% and was evaluated for 'at risk' classification. That LEA was found to be 'at risk' and also completed a PIP. LEAs identified and their plans are available upon request. As evidenced by the low number of improvement plans required, TN LEAs are seeking other means of serving students with behavioral issues besides merely placing them at home.

B. Baseline Data for FFY 2005 (2005-2006):

LEA	Suspension %	Enrollment %	Suspension %	Enrollment %
Oak Ridge City	31.00 (B)	14.70 (B)	60.00 (W)	77.75 (W)
Alcoa City	42.86 (B)	26.04 (B)	57.14 (W)	70.95 (W)
Chester Co.	50.00 (B)	15.53 (B)	50.00 (W)	82.21 (W)
Davidson Co.	81.30 (B)	46.12 (B)	10.57 (W)	39.73 (W)
Dickson Co.	23.08 (B)	6.47 (B)	76.92 (W)	90.66 (W)
Dyersburg City	62.16 (B)	32.46 (B)	37.84 (W)	65.03 (W)
Bradford SSD	50.00 (B)	5.92 (B)	50/00 (W)	93/44 (W)
Hardeman Co.	82.14 (B)	53.47 (B)	17.86 (W)	44.59 (W)
Haywood Co.	100.00 (B)	64.53 (B)	0.00 (W)	31.05 (W)
Lenoir City	0.00 (H)	12.72 (H)	100.00 (W)	85.77 (W)
McNairy Co.	25.00 (B)	9.08 (B)	75.00 (W)	89.89 (W)
Madison Co.	84.08 (B)	54.33 (B)	14.93 (W)	42.25 (W)
Marshall Co.	31.25 (B)	19.98 (B)	68.75 (W)	86.68 (W)
Maury Co.	34.62 (B)	19.98 (B)	63.46 (W)	74.45 (W)
Sequatchie Co.	16.67 (B)	0.14 (B)	83.33 (W)	96.61 (W)
Shelby Co.	68.75 (B)	27.62 (B)	30.42 (W)	65.41 (W)
Sumner Co.	30.43 (B)	9.20 (B)	69.57 (W)	86.69 (W)
Wilson Co.	38.46 (B)	7.10 (B)	61.54 (W)	89.49 (W)

Refer to the updated 2005-2010 State Performance Plan for baseline information and target discussion..

B. Baseline data was collected from the OSEP Disproportional Calculator, which included the percentages of each race/ethnicity suspended more than ten days (2005-2006) and the percentages of each race/ethnicity enrolled (2004-2005). The data reflects that eighteen (18) LEAs (13%) had significant discrepancies in the rates of suspension and expulsion of greater than ten days in a school year of children with disabilities by race/ethnicity. Significant discrepancy was defined as when there are five or more suspensions of more than ten days for students with disabilities in an LEA, the percentage of suspensions of a race/ethnicity exceeds or is less than the percentage of enrollment of that race/ethnicity by ten percent (10%) or more.

Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that occurred for Section A during 2005-2006:

Improvement Activities	Status of Improvement Activities
A. (1) Review LEA policies, procedures, and practices to insure compliance with IDEA, including development and implementation of IEPs, use of behavioral interventions, procedural safeguards, and correct use of Federal definition of 'suspension' for data collection.	<p>Yearly monitoring by compliance consultants</p> <p>Periodic monitoring by management consultants when providing other technical assistance.</p> <p>Behavioral interventions reviewed by behavior consultants while providing technical assistance.</p> <p>All completed for the 2005-06 SY</p>
A. (2) Review the distribution of policies and procedures related to discipline to all school-based staff involved in the disciplinary process, including parents.	Discipline procedures were distributed to parents and staff at beginning of this school year.
A. (3) Training in positive behavior supports, Functional Behavior Assessments, and effective use of Behavior Intervention Plans to all staff.	<p>Trainings occurring in school systems during in-service for the 2005-06 SY.</p> <p>Five regional state behavioral contracts in Positive Behavior Supports provide training to staff on a continual basis.</p> <p>Behavioral consultants provide technical assistance on effective Behavior Intervention Plans as needed.</p> <p>110 LEAs (85.94%) reported providing training in the discipline area, including positive behavior supports, functional behavior assessments, and behavior intervention plans. Over 7300 general educators, 4200 special educators, 2200 paraprofessionals, and 1200 parents attended the trainings offered.</p>
A. (4) Improve recording and reporting of suspension data, including the breakout of age levels at which suspension occurs (i.e., Pre-K-K, grades 1-4, 5-8, 9-12).	As reported in the End-of Year Report.
A. (5) Increased emphasis on counseling services in schools.	Counseling services in schools are reduced and currently focus on class and program choices for correct student tracking. Actual training in positive behavior supports for general educators and administrators would probably have a larger impact on suspension/expulsion rates. This activity as written should be dropped.

A. (6) Through focused monitoring, those LEAs with suspension/expulsion percentages above 1%, will develop improvement plans to reduce the percentage of suspension/expulsion rates.	Improvement plans were developed in 5% of LEAs reviewed in this category. For 2005-06, 4 of 42 LEAs were required to develop PIPs. These PIPs will be followed up on for implementation in the 2006-07 school year.
A. (7) Those LEAs whose rate of suspension/expulsion is close to 1% (those 'at risk' of going above 1%) will be asked to explain their rates and present a plan to lower their rates.	Improvement plans developed in 2% of LEAs reviewed in this category and will be followed up during the 2006-07 school year.
B. 1. Training in school-wide positive behavior supports and effective use of Behavior Intervention Plans to all staff.	Yearly, and to all new employees
B.2 Training in use of class-wide positive behavior supports for individual students, to interface with school-wide supports.	Yearly
B. 3. Training in use of behavioral interventions.	Yearly

Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for Section A in the (Insert FFY): [If applicable]

Proposed Targets	Improvement Activities	Timelines	Resources

Part B State Annual Performance Report (APR) for 2005 - 2006**Overview of the Annual Performance Report Development:**

The group responding to Indicator 5 had discussions on numerous occasions. This included group meetings as well as through e-mails and phone contacts. Broad input from stakeholders was also obtained. This included Special Education Supervisors, Advocacy Groups, State Department of Education Personnel and the State Advisory Council.

Monitoring Priority: FAPE in the LRE**INDICATOR 5 – LRE PLACEMENT:** Percent of children with IEPs aged 6 through 21:

- A. Removed from regular class less than 21% of the day;¹
- B. Removed from regular class greater than 60% of the day; or
- C. Served in public or private separate schools, residential placements, or homebound or hospital placements.

(20 U.S.C. 1416(a)(3)(A))

Measurement:

- A. Percent = [(# of children with IEPs removed from regular class less than 21% of the day) divided by the (total # of students aged 6 through 21 with IEPs)] times 100.
- B. Percent = [(# of children with IEPs removed from regular class greater than 60% of the day) divided by the (total # of students aged 6 through 21 with IEPs)] times 100.
- C. Percent = [(# of children with IEPs served in public or private separate schools, residential placements, or homebound or hospital placements) divided by the (total # of students aged 6 through 21 with IEPs)] times 100.

FFY	Measurable and Rigorous Target *
2005 2005-2006	<p>*Refer to Revisions, with justification in the 2005-2010 SPP</p> <p>(A) Increase to 53% the number of eligible students served within the regular class 80% of the school day.</p> <p>(B) Decrease to 15% the number of eligible students served more than 60% of the school day outside the regular class.</p> <p>(C) Maintain or decrease the number of students served in separate facilities from the current baseline of 2.20%.</p>

¹ At the time of the release of this package, revised forms for collection of 618 State reported data had not yet been approved. Indicators will be revised as needed to align with language in the 2005-2006 State reported data collections.

Actual Target Data for 2005-2006:

A. Percentage of Children Removed From Regular Class Less Than 21%

	Total # of children removed < 21%	Total number of children with disabilities	Percentages
Grand Total	57,818	108,114	53.48%

B. Percentage of Children Removed from Regular Class Greater than 60%

	Total # of Children Removed > 60%	Total Number of Children with Disabilities	Percentages
Grand Total	15,879	108,114	14.69%

C. Percentage of Children Served in Combined Separate Facilities *

	Total # of Children in Combined Separate Facilities	Total # of Children with Disabilities	Percentages
Grand Total	2,047	108,114	1.89%

*Combined Separate Facilities includes separate public/private schools, public/private residential and homebound/hospital.

Source: Data from Table 3 of the December 1, 2005 Federal Census Report. Percent of children with IEPs age 6 - 21.

Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that occurred for 2005 - 2006

This data for the 2005-2006 school year was attained from Table 3 of the December 1, 2005 Federal Census Report which was submitted by all school systems. Data reflects that 53.48% of children with IEPs are removed from the regular class less than 21% of the day. The data also reflects that 14.69% of children with IEPs are removed from the regular class greater than 60% of the day. Finally, children served in combined separate programs, which include children with IEPs served in public or private schools, residential placements or homebound/hospital placements make up only 1.89% of children served. This falls well below the 2003-2004 National Baseline of 4.0%.

The increase in the number of students outside the regular class less than 21% of the school day and the decrease in the number of students in the categories "outside the regular class greater than 60%" along with the significant decreases in students receiving services in public and private separate schools are primarily attributed to LEA efforts to provide students with disabilities greater access to the general curriculum. The implementation of the new state-wide special education student data system by 135 of the 143 reporting LEAs also allowed the districts greater capacity to clearly report the provision of special services in regular education settings.

Of the 135 districts, 76 were writing their students' IEPs using the new special education student data system, which clearly allows districts to delineate the type of service delivered from the location in which the service is delivered. The other 59 districts continued using their previous standard method of writing students' IEPs which may or may not allow for the differentiating between service delivery type and location of service delivery (special education services labeled only as "inclusion" vs. being able to show specific service types being provided to students in a general education setting).

Improvement Activities	Status of Improvement Activities
<p>(1) In-Service/Training concerning modifications and accommodations in the general classroom for all teachers.</p>	<p>There were several initiatives within the department for the 2005-06 SY, along with staff activities. These included.</p> <ul style="list-style-type: none"> ▪ Closing The Achievement Gap ▪ Gateway Institutes ▪ Differentiated Instruction ▪ Student Accommodations and Modifications Workshops ▪ DIBELS Training ▪ Reading First Initiative In-service ▪ SIG Institute ▪ Voluntary Pre-K Implementation Workshops ▪ Positive Behavior Support Grants ▪ Academic Vocabulary Project ▪ After-School Initiatives ▪ Intervention Teams Working with Targeted Schools ▪ The TN-AT Initiative <p>In the 2005-2006 school year 86.72% of the LEAs provided training regarding general education classroom modification/accommodations. Special educators (21.70%) and general educators (57.75%) received training.</p>
<p>(2) Award contracts to LEAs for model demonstration sites using inclusionary methods.</p>	<p>Nine systems compared to seven the previous year were awarded grants in the amount of \$541,065. This is an increase of \$242,962 from the previous year.</p>
<p>(3) Publicly recognize LEAs / individual schools by SDOE who have exemplary inclusion programs.</p>	<p>Three LEAs (Sevier County, Sumner County and Tipton County) along with three individual schools (Roane Creek Elementary Preschool in Johnson County, Telico Plains Elementary in Monroe County, and Soddy Daisy High School in Hamilton County) were publicly recognized at the annual special education conference by our Assistant Commissioner.</p>
<p>(4) Continue to fund LRE for LIFE and RISE to work with school systems, children and parents in the least restrictive environment.</p>	<p>Both agencies were funded at the previous year's level. Activities included:</p> <ul style="list-style-type: none"> • Differentiated Instruction • Positive Behavior Supports • Co-Teaching • Reading Intervention • Accommodations / Modifications in the general classroom • Instructional Programming – Autism • There were an increased number of workshops and in-services. <ul style="list-style-type: none"> ✧ RISE provided technical assistance to 19 schools during 04-05 and to 36 schools in 05-06. This was an 89% increase. It also provided 26 staff development events in 04-05 and 34 events in 05-06. This was a 30% increase.

	<p>The total number of people attending those trainings also increased 12.8% during the 05-06 school year. In addition, technical assistance in the Make-A-Difference Project increased from 14 schools in 04-05 to 21 schools in 05-06. This was a 50% increase.</p> <p>✧ LRE for Life Project provided 21 in-services and workshops during 04-05 and 44 in-services and workshops during 05-06. In addition, the total number of people attending these trainings increased from 697 during 04-05 to 1093 during 05-06.</p>
<p>(5)</p> <p>Utilize (December 1, Federal Census Report, Table 3) LEA data to determine which systems are supporting inclusionary practices and making improvements.</p> <p>1) A review of setting rates for all LEAs will be conducted.</p> <p>2) LEAs not meeting state targets will be identified.</p> <p>3) Those identified will be required to review policies, procedures and practices for adherence to LRE mandates. Provide assurances or a plan of improvement to the Office of Compliance.</p>	<p>42 LEAs percentages were reviewed during compliance monitoring this school year with each percentage compared to state targets as set forth in the State Performance Plan (SPP) and approved by the Federal Office of Special Education Programs (OSEP).</p> <p>Findings were as follows:</p> <p>A total of <u>13</u> systems or <u>31%</u> of the 42 systems monitored were in need of improvement in one or more of the categories measured as follows:</p> <p>A. Removed from regular class less than 21% of the day? <u>2 Systems or 5%</u></p> <p>B. Removed from regular class greater than 60% of the day? <u>9 Systems or 21%</u></p> <p>C. Served in either public / private separate schools or in residential placements? <u>5 Systems or 21%</u></p> <p>LEA Improvement Plans for each identified category were reviewed and approved by the compliance monitoring staff and will be followed up on in 2006-07 to ensure their implementation within one (1) year of identification. Additionally, new percentages will be calculated and compared to the state targets as a means of determining the effects of improvement efforts.</p> <p>Based on the above, the Division concludes that no patterns of statewide violation of LRE existed during the 05-06 school year in these 42 systems.</p>
<p>(6)</p> <p>Offer contracts to LEAs who did not meet AYP where Special Education was a subgroup to utilize scientifically based research practices in order to improve education for Students with Disabilities (SWD).</p>	<p>Fourteen of the 24 school systems that didn't make AYP solely because of students with disabilities and were given grants of \$25,000 or less during the 04-05 school year, were able to come off the targeted list for the 05-06 school year. Six new systems were given grants for the 05-06 school year.</p>
<p>(7)</p> <p>Aligning with the "Closing the</p>	<p>Three Recommendations Were Made By The Closing the Achievement Gap Workgroup</p>

<p><i>Achievement Gap</i> Initiative will reinforce this with inclusion.</p>	<ol style="list-style-type: none"> 1. Create a more inclusive and integrated system of education. 2. Ensure a qualified and stable educational work force for ALL students. 3. Improve the use of data and technical assistance to increase the application of research to practice. <p>Improved Outcome for ALL Students</p> <ul style="list-style-type: none"> • Common expectation that ALL students can achieve excellence • A vision of "Helping teachers teach and children learn" • A positive approach to "problem" areas • Visibility of DOE staff throughout the state • Accessibility of data, articles and resources on DOE's website. • Efforts with IHEs to ensure more HQ workforce • Support though financial support <p>Media Release 3/6/06</p> <ul style="list-style-type: none"> ★ Tennessee was recognized by U.S. Secretary of Education Margaret Spellings as one of 5 states leading the nation in <i>Closing the Achievement Gap</i> for students with disabilities. ★ Commissioner Seivers was invited to a ceremony honoring these states in December 2005. <p>Where were the increases in AYP for 04-05?</p> <ul style="list-style-type: none"> • <u>Elementary/Middle School</u> • <u>Reading/Language Arts</u> All students improved from 86 to 91% Students with disabilities improved from 54 to 69% • <u>Math</u> All students improved from 83 to 88% Students with disabilities improved from 45 to 55%. • <u>High School</u> • <u>Reading/Language Arts</u> All students improved from 90 to 93% Students with disabilities improved from 56 to 67% • <u>Math</u> All students improved from 81 to 83% Students with disabilities improved from 39 to 49% <p>To what do we attribute this success?</p> <ul style="list-style-type: none"> ○ Change in attitude and philosophy ○ Including more and more students with disabilities in the general curriculum ○ Aligning the IEP with TN curriculum frameworks ○ Differentiated instruction ○ Additional use of accommodations when testing
<p>(8) Staff development on "Response to Intervention" for identifying Students with Specific Learning Disabilities.</p>	<ul style="list-style-type: none"> • State has partnered with Vanderbilt's IRIS Center for the development of on-line training modules for RTI that are available free of charge to districts across the state. • Training – <ul style="list-style-type: none"> ⌚ State DOE Staff – December 2005. ⌚ In-Depth – June 22 & 23 – DOE Staff were trained

	<p>from across the state and will be available to provide TA to LEAs.</p> <ul style="list-style-type: none"> ① Director of Schools Conference in September, 2006 ① Legal Conference ① Statewide SpEd Conference in March 2006 <ul style="list-style-type: none"> • DOE has developed an RTI Readiness Self-Assessment • RTI trainings were provided by 76 of 128 reporting LEAs. 54.60% of the professionals that attended this training were general educators. Special educators made up another 25.20%.
<p>(9) State Mandated use of 15% of IDEA Funds for Early Intervening Services, K-12, for systems with significant disproportionality problems.</p>	<p>Refer to Indicator #10</p>
<p>(10) SIG Grant Coordinating with Reading 1st Schools to provide professional development on multi tiered instruction for reading/literacy</p>	<ul style="list-style-type: none"> • Tennessee SIG education consultants provided Professional Development to 20 SIG-identified schools in the area of multi-tiered instruction for reading/literacy. Targeted grades were 4-8, with some high schools. • Current SY 06-07 plans are to scale up the Professional Development to additional Reading First schools, grades 4-8.
<p>(11) Voluntary Pre-K Legislation (May, 2005) which provides Pre-K programs for at-risk students focuses on natural environments and prepares LEAs to continue emphasis on LRE at age 6.</p>	<ul style="list-style-type: none"> • During the 2005-2006 school year 25 million from lottery money to establish 300 quality preschool classrooms. • TN has formed the TN Early Childhood Collaboration Task Force which addresses collaboration, inclusion and natural environments for children birth to five years. Members include: DHS, DOE, Head Start, LEA, Community Child Care, and a parent rep. TN has been nominated and chosen to participate in NECTEC's Early Childhood Inclusion Institute. Members from TN are Division of Special Education (Part B & C), Head Start, Developmental Disabilities, Dept. of Human Services, and parent. This institute will provide learning opportunities for those interested in inclusion and natural environments.
<p>Conduct review of settings rates for all LEAs. Identify those not meeting state targets for focused monitoring and improvement planning as warranted.</p>	<p>This improvement activity was combined with improvement activity number (5)</p>
<p>(12) State Special Schools to provide programs and services to LEAs to promote best practices for</p>	<p>For example, the PAVE Conference and the Unity Conference.</p>

APR Template – Part B (4)

Tennessee
State

inclusionary classrooms through statewide workshops and outreach services.	
--	--

Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for 2006 – 2007

Proposed Targets	Improvement Activities	Timelines	Resources
	Award AT Grants to LEAs and IHEs for establishing Model Sites.	06-07	Lewis Butler AT Consultant

Part B State Annual Performance Report (APR) for 2005-2006

Overview of the Annual Performance Report:

Monitoring Priority: FAPE in the LRE

INDICATOR 6 – PRESCHOOL SETTINGS: Percent of preschool children with IEPs who received special education and related services in settings with typically developing peers (i.e., early childhood settings, home, and part-time early childhood/part-time early childhood special education settings).

(20 U.S.C. 1416(a)(3)(A))

Measurement: Percent = [(# of preschool children with IEPs who received special education services in settings with typically developing peers) divided by the (total # of preschool children with IEPs)] times 100.

FFY	Measurable and Rigorous Target
2005-2006	The percent of preschool children with IEPs who received special education services in settings with typically developing peers (federally defined as: early childhood setting) will increase by 1%.

In response to the "Issues Identified in the State Performance Plan", Indicator #6, received by TDOE in March, 2006, the following information is provided:

The percent of preschool children served in early childhood settings December 1 2004 was reported by NCSEAM to be 36%. Our target was to increase that percentage by 1%, to 37% of children served in early childhood settings as reported in 618 data. Data from the 2005 December 1 Child Count reports 26% of preschool children in Tennessee are served in early childhood settings. Therefore, our target was not met. The number of preschool children with IEPs who received special education services in settings with typically developing peers was divided by the total number of preschool children with IEPs; then multiplied by 100. The numbers in the 05-06 table below do not add up to 100% as some children were reported in two optional categories that are not included in the table.

Table 6.1 Summary of 05-06 619 Settings Data Compared to 04-05 Early Childhood Settings Data

	Early Childhood Setting	Early Childhood Special Education Setting	Home	Part-time Early Childhood Special Ed Setting	Residential Setting	Separate School
TN 2004-2005	36%	n/a	n/a	n/a	n/a	n/a
TN 2005-2006	26%	51%	1%	8%	0%	4%

Source: Federal Data Table 3

Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that occurred for 2005-2006:

The importance of serving children in early childhood settings, and the impact of this indicator, is an area that the Division has been working on diligently by setting up a state multi-agency collaborative in March 2006 to address these important inclusive issues. The Department is actively working on building collaborative partnerships with the TN Voluntary Pre-K Program and Head Start to increase inclusive opportunities for children in our State. This collaborative body was selected by NECTAC as one of four states to participate in an intensive multi-agency effort to improve state-wide infrastructure for the provision of inclusive opportunities for all children, birth to five.

The Division of Special Education has also begun to analyze new data collection sets for this indicator. Many of our children served in itinerant settings are actually spending the majority of time in typical early childhood settings. The proposed changes to this indicator in looking at percentages of time children spend in typical settings will better reflect the least restrictive environments for preschool children. There has also been an intense effort in many areas across the state to provide reverse mainstream and/or shared time in early childhood environments.

Tennessee is looking forward to OSEP's new categories for approaching this indicator, which involves collecting and analyzing data addressing the time that preschool children are spending in environments with typically developing children. It is our hope that this indicator will also include a way to look at children who are receiving service, and/or are in the environments that they would be in if they did not have a disability, as children in least restrictive environments, particularly when these children are in their own homes, with parents, siblings and family. When the new information regarding this indicator is finalized, Tennessee will use that baseline data and revise the targets which are based on the current early childhood settings data.

Improvement Activities	Status of Improvement Activities
Individual LEA analysis will identify specific LEAs not meeting the state target of FAPE in LRE so that:	TA to LEAs, Early Intervention (EI), Parent Organizations, and others, concerning preschool LRE has been a continued focus for this Department.
--- Immediate TA to LEAs may be planned	The Division has a collaborative presentation, "Paving the Way for Successful Transition" that is presented jointly by both Part C and preschool state personnel to birth-to-five audiences, including parents. This presentation, updated to reflect the changes in IDEA 04, is a side-by side comparison of the rules and regulations of both Part C and Part B 610. One module of this training is on preschool settings and inclusion.
--- In-service/training concerning modifications in the regular classroom for all students will be initiated	Training has been provided across the state in the area of modification, both academic and behavioral, by state consultants, members of the State Improvement Grant (SIG), and other invited speakers at state and regional

<p>--- Improvement plans may be written and monitored</p> <p>--- LEAs meeting the target may be recognized at the annual State Special Education Supervisors' Conference</p> <p>---East, West, and Middle TN Preschool Consultants will provide training with the Special Education Office of Monitoring and Compliance to explain "federally-defined" settings.</p>	<p>conferences.</p> <p>Formal improvement plans were included in monitoring activities where needed. LEAs identified through the monitoring process have written PIP's requiring, and have received the appropriate TA.</p> <p>Two preschool LEAs were recognized at the 2006 Spring Special Education statewide conference for outstanding achievement. Johnson County in upper east Tennessee and Tipton County in west Tennessee were the preschools honored.</p> <p>Training has been provided to Division personnel that details the federally defined preschool settings.</p>
<p>Collaboration with the 2005 Tennessee lottery-funded Voluntary PreK classrooms initiated Fall 05 in order to increase integration of children with disabilities with typically developing peers.</p>	<p>Collaboration with the Tennessee Voluntary Pre-K program had been ongoing, however, a formal task force was begun in March 2006 to consider areas of common interest. The task force also included Head Start, Title I, and community child care. Stakeholders met with each other to better understand all services, to share strengths, and to determine barriers to inclusion in the pre-k population. This task force was chosen to represent one of four states invited to participate in the Second Annual Opportunities for Inclusion Pre-Institute Planning Day held July 2006. This federally supported initiative is designed to build on existing state efforts to improve inclusive opportunities for young children with disabilities. States that have been selected to participate in this initiative are making strides in the area of inclusion, and this opportunity is designed to expand on those efforts and build state-level interagency collaboration. This interagency collaboration includes Head Start, the Child Care Bureau, the Administration on Developmental Disabilities in the Department of Health and Human Services, the Office of Special Education Programs (OSEP) in the Department of Education, and the</p>

<p>---Request regularly scheduled meetings with the TN DOE Gen Ed Office of Early Learning and the Sp Ed Office of Early Childhood Preschool Department</p> <p>---TN DOE Gen Ed Office of Early Learning will be invited to all Sp Ed early childhood initiatives and meetings</p> <p>---TA provided by Sp Ed Preschool Consultants with Gen Ed Early Learning Consultants as needed</p> <p>---Sp Ed Preschool representative will serve on the Gen Ed Voluntary PreK Advisory Council</p>	<p>National Early Childhood Technical Assistance Center (NECTAC).</p> <p>Regularly scheduled meetings with the PreK collaborative are occurring at least every six weeks, or more often if needed.</p> <p>TN DOE Gen Ed Office of Early Learning and Special Ed are keeping a joint calendar of activities through the Collaborative, attending meetings, providing TA, and presenting jointly when appropriate.</p> <p>The 619 coordinator is serving on the General Ed PreK Advisory Council</p>
<p>Collaboration between TN SIG Early Childhood grantees with TN DOE preschool consultants to encourage integration of children with disabilities with typically developing peers in SIG preschools and "feeder" preschools.</p> <p>---Face to face meeting during the TN Sp Ed Fall and Spring Staff Retreats</p> <p>---Joint visits/trainings/TA when appropriate</p>	<p>Meetings have been held twice a year to update progress of the SIG grant initiative.</p> <p>Visits to SIG preschools have occurred, and inclusion training has been provided by members of the SIG grant community at the spring Special Education Conference.</p>
<p>Collaborate with Head Start, Title I, and other 3 STAR/Nationally accredited community child care centers to increase inclusionary practices.</p> <p>---Initiate and establish relationships with agencies; document through monthly activity logs</p> <p>---Provide training/TA as requested and needed.</p>	<p>This collaboration is taking place primarily through the Tennessee Early Childhood Inclusion Collaborative, although state, regional, and local meetings continue on a regular basis, as needed.</p> <p>Regular meetings with other agencies are ongoing in a number of formal venues, logs did not prove to be an effective way to gauge the effectiveness of these activities, although all meetings are logged in on the consultants contact logs. More information is available through the Early Childhood Inclusion Collaborative.</p> <p>TA is often done jointly when two or more agencies are involved.</p>

APR Template – Part B (4)

Tennessee
State

Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines /
Resources for 2006-2007: *[if applicable]*

Proposed Targets	Improvement Activities	Timelines	Resources
	Data verification to include: 1. Training on data collection and data entry 2. Regular report tracking 3. Formal verification of data 4. Ongoing communication between state and locate systems 5. LEA training on TEIDS data system 6. Site visits as needed	Spring 2007 Fall 2007 January 2008 Spring 2007 Winter 2007 As needed	DSE personnel and regional consultants

Overview of the Annual Performance Report Development:

Monitoring Priority: FAPE in the LRE

INDICATOR 7 – PRESCHOOL SKILLS: Percent of preschool children with IEPs who demonstrate improved:

- A. Positive social-emotional skills (including social relationships);
- B. Acquisition and use of knowledge and skills (including early language/communication and early literacy); and
- C. Use of appropriate behaviors to meet their needs.

(20 U.S.C. 1416 (a)(3)(A))

Measurement:

A. Positive social-emotional skills (including social relationships):

- a. Percent of preschool children who did not improve functioning = $[(\# \text{ of preschool children who did not improve functioning}) \div (\# \text{ of preschool children with IEPs assessed})] \times 100$.
- b. Percent of preschool children who improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers = $[(\# \text{ of preschool children who improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers}) \div (\# \text{ of preschool children with IEPs assessed})] \times 100$.
- c. Percent of preschool children who improved functioning to a level nearer to same-aged peers but did not reach it = $[(\# \text{ of preschool children who improved functioning to a level nearer to same-aged peers but did not reach it}) \div (\# \text{ of preschool children with IEPs assessed})] \times 100$.
- d. Percent of preschool children who improved functioning to reach a level comparable to same-aged peers = $[(\# \text{ of preschool children who improved functioning to reach a level comparable to same-aged peers}) \div (\# \text{ of preschool children with IEPs assessed})] \times 100$.
- e. Percent of preschool children who maintained functioning at a level comparable to same-aged peers = $[(\# \text{ of preschool children who maintained functioning at a level comparable to same-aged peers}) \div (\# \text{ of preschool children with IEPs assessed})] \times 100$.

If $a + b + c + d + e$ does not sum to 100%, explain the difference.

B. Acquisition and use of knowledge and skills (including early language/communication and early literacy):

- a. Percent of preschool children who did not improve functioning = $[(\# \text{ of preschool children who did not improve functioning}) \div (\# \text{ of preschool children with IEPs assessed})] \times 100$.
- b. Percent of preschool children who improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers = $[(\# \text{ of preschool children who improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers}) \div (\# \text{ of preschool children with IEPs assessed})] \times 100$.
- c. Percent of preschool children who improved functioning to a level nearer to same-

State

<p>aged peers but did not reach it = [(# of preschool children who improved functioning to a level nearer to same-aged peers but did not reach it) divided by the (# of preschool children with IEPs assessed)] times 100.</p> <p>d. Percent of preschool children who improved functioning to reach a level comparable to same-aged peers = [(# of preschool children who improved functioning to reach a level comparable to same-aged peers) divided by the (# of preschool children with IEPs assessed)] times 100.</p> <p>e. Percent of preschool children who maintained functioning at a level comparable to same-aged peers = [(# of preschool children who maintained functioning at a level comparable to same-aged peers) divided by the (# of preschool children with IEPs assessed)] times 100.</p> <p>If a + b + c + d + e does not sum to 100%, explain the difference.</p> <p>C. Use of appropriate behaviors to meet their needs:</p> <p>a. Percent of preschool children who did not improve functioning = [(# of preschool children who did not improve functioning) divided by the (# of preschool children with IEPs assessed)] times 100.</p> <p>b. Percent of preschool children who improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers = [(# of preschool children who improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers) divided by the (# of preschool children with IEPs assessed)] times 100.</p> <p>c. Percent of preschool children who improved functioning to a level nearer to same-aged peers but did not reach it = [(# of preschool children who improved functioning to a level nearer to same-aged peers but did not reach it) divided by the (# of preschool children with IEPs assessed)] times 100.</p> <p>d. Percent of preschool children who improved functioning to reach a level comparable to same-aged peers = [(# of preschool children who improved functioning to reach a level comparable to same-aged peers) divided by the (# of preschool children with IEPs assessed)] times 100.</p> <p>e. Percent of preschool children who maintained functioning at a level comparable to same-aged peers = [(# of preschool children who maintained functioning at a level comparable to same-aged peers) divided by the (# of preschool children with IEPs assessed)] times 100.</p> <p>If a + b + c + d + e does not sum to 100%, explain the difference.</p>

FFY	Measurable and Rigorous Target
2005-2006	Since this is a new indicator – no target is required at this time.

A TN Early Childhood Outcome Committee was formed in the fall of 2004. This committee was composed of key stakeholders from around the state, including families, program administrators, practitioners, university personnel, State Education Agency personnel, and State Interagency Coordinating Council representatives. This committee began addressing issues related to identifying early childhood outcomes for Part C and 619 programs and ensuring these outcomes would align with TN Early Learning Developmental Standards (TN-ELDS). Initial efforts of this group have focused on four major activities (a) reaching consensus about birth through 5 outcomes, (b) selecting a tool/instrument that could be used to measure these outcomes, (c)

State

surveying the field to determine the extent to which this tool or others were being used, and (d) sponsoring initial training on the selected tool/instrument for Part C and Section 619 pilot sites.

The committee chose to adopt the three early childhood outcomes recommended by the Early Childhood Outcomes Center (2005, April) as a preliminary framework to guide their efforts (Note these outcomes are similar, but not identical, to the ones eventually promulgated by OSEP). No final decisions were made by the committee about whether only three outcomes would form the basis for the early childhood portion of the outcomes measurement system or whether additional outcomes might be added.

Based on a comprehensive review of existing early childhood measures, including norm-referenced, criterion-referenced, judgment-, and portfolio-based, the committee selected the Assessment, Evaluation, and Programming System (AEPS; Bricker) as one measure that could potentially be used in their child outcomes measurement system.

While the committee was deliberating about outcomes and how these outcomes could be measured, they simultaneously conducted a survey of preschool teachers to determine which instruments/tools were being used with young children. (Note the survey did not ask teachers to describe for what purposes these assessment data were being gathered, such as program planning, eligibility determination, progress monitoring). The survey also asked teachers to indicate whether they were using the AEPS. Ninety-one respondents associated with 69 of the 136 school districts or special school districts in TN returned surveys. Survey results showed 99 different tools/instruments were listed (some teachers indicated they used more than one tool/instrument). The types of measures/tools being used vary widely from norm- or criterion-referenced to teacher constructed. Only 13 of the 69 respondents indicated they were using the AEPS.

Subsequent to the decision to explore the use of the AEPS in the TN outcomes measurement system and informed by survey findings, the Early Childhood Outcomes Committee recommended the TN DOE Office of Early Childhood sponsor an AEPS training session for preschool and early intervention providers who would be willing to participate in a pilot project. The pilot project is designed to explore the feasibility, acceptability, and usefulness of the AEPS as a child outcome measure in the TN outcomes measurement system.

During this time further clarification of ECO reporting system requirements and updates on expected additional reporting features of the AEPS necessitated a change in our initial plans.

Tennessee's ECO core committee, in consultation with Dr. Patricia Snyder, Vanderbilt University, and Mr. Jim Henson, Mid-South Regional Resource Regional Center, formulated the new plan. Tennessee's Early Childhood Outcomes Plan is a Birth through five (year olds) plan with the same parameters, process, and forms being used in Part C, and Part B, 619. It was determined that a phase in approach would be used and 3 TEIS districts, and 9 LEAs were identified for the first phase. These LEA districts are representative of the state in the following factors:

- Various sized districts representing large, medium and small districts, including all Tennessee school districts with average daily membership greater than 50,000. These three districts are:
 - Metro Nashville
 - Memphis
 - Knox County
- Percent of disabled population
- Percent of population by race/ethnicity
- Percent of population by gender
- Representative of rural/urban

State

Tennessee is naturally divided into three distinct geographic regions, east, middle, and west. Each geographic region has one of our large (over 50,000) LEAs within it. To complement these three large LEA districts the committee added two additional LEAs in each region ensuring all representative factors, for a total of nine LEA districts participating across the state (see attached template). One Early Intervention District per region was also selected ensuring all representative factors, for a total of three TEIS districts across the state.

It was further decided that baseline data would be gathered using a slightly modified ECO summary form for all children in Part C or Part B 619 who received an initial IFSP or IEP from August 15th, 2006, to November 15th, 2006. The document was modified to collect only the entrance information, so that the information could be captured on one page and easily collected, and due to the possibility that exit information might change. Once a district begins collecting Early Childhood Outcomes data information, they will continue with the process.

Outcomes decisions will be made by the IFSP/ISP teams, using current assessment/evaluation/eligibility information, including observations and parent report, at the initial IFSP or IEP. All information used to determine outcome ratings will be documented on the present levels of performance area of the IFSP/IEP. Signatures of participation on the IFSP/IEP will also document participation in determining child outcomes. Parents will be given a copy of the ECO form.

Although we hope to move the ECO data gathering process within our Tennessee Early Intervention Data System, and Easy IEP web-based systems, our baseline data is being collected on paper forms. Some changes were made on the ECO summary form to facilitate ease of administration and reporting and anticipating possible changes to the form in the future. The ECO summary form was separated into an entrance and exit form. See attached.

All EI and LEA districts in phase one were trained on policies and procedures related to determining, collecting, and reporting Early Childhood data. Half day trainings were held in August for all districts in phase one, using training materials produced by the ECO Center, which were slightly modified to match Tennessee forms. Participants had an opportunity to practice using the Tennessee Early Childhood Outcomes Form at Entrance. All participants received information about a sample child, and then participated in small groups in mock IEP meetings where they completed the entrance form. Ratings were compared, and in all trainings, the many groups generally rated the sample child within one numeral of the mean.

The Tennessee Early Childhood Outcomes Form at Exit will be revised to match the updated OSEP reporting categories for collecting exit data on the children in the baseline group, as well as for children in the next entrance cohort.

Once entrance and exit data are collected, children who have been in their respective programs for six months or longer will have their scores used to establish percentiles of children in each category of the three outcome questions.

Actual Target Data for 2005-06:

Baseline Data for FFY 2005 (2005-2006): The percentage of children in each outcome area entering preschool with skills comparable to their same age peers.

State

Early Childhood Outcomes Data

	Outcome A Positive Social Emotional	Outcome B Knowledge and Skills	Outcome C Behaviors to Meet Needs
Number of children entering with ratings of 6 & 7	117	118	150
Total number of children rated at entrance	384	384	384
Percentage of children entering with skills areas comparable same-age peers	30%	30%	39%

Outcome A – 30% of children entering preschool were rated with positive social-emotional skills (including social relationships) comparable to same-aged peers.

Outcome B – 30% of children entering preschool were rated as to the acquisition and use of knowledge and skills (including early language/ communication and early literacy) comparable to same age peers.

Outcome C – 39% of children entering preschool were rated as to the use of appropriate behaviors to meet their needs comparable to same age peers.

This baseline data will be complete when exit data is compiled for this group of children.

Discussion of Baseline Data:

An analysis of our data revealed some concerns regarding this indicator. First, there were a number of children concentrated in a specific LEA with the same number rating across all three indicators. While this might happen naturally for an individual child, the LEA in question had a high percentage of children who entered with these scores. This was an LEA that retrained a significant number of staff not present at the initial training provided by the Department. It is possible that the retraining was compromised, as the subsequent trainers were not as familiar with the training material or process. Activities are underway to look more closely at this issue.

The second issue which became evident when analyzing the data is the number of children who entered preschool rated with all outcomes at a level comparable to same-aged peers, children rated with 6 or 7 in all three outcomes. Have these children been rated appropriately, or are these children truly functioning at a level comparable to same-age peers? Activities are underway to look at this issue more closely. Children who entered with all outcomes consistent with same-age peers will be categorized as to eligibility. The IEPs of these children will be reviewed for further analysis.

It is critically important that our data is verified for accuracy. Activities of data verification are underway. Analysis of information between Tennessee's Part C's early intervention outcomes and preschool outcomes is planned as well.

Follow up training will be provided to all phase one LEAs as soon as all issues have been thoroughly analyzed. The phase one group will be expanded when the issues presented have been adequately resolved, so that the data gathered addresses the indicator appropriately. Outcomes ratings will be added to the state's web-based electronic data system, EASY IEP, as soon as possible. Activities to address this are underway.

State

Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that occurred for 2005-06:

All have been completed.

Improvement Activities	Status of Improvement Activities
Tennessee's ECO core committee, in consultation with Dr. Patricia Snyder, Vanderbilt University, and Mr. Jim Henson, Mid-South Regional Resource Regional Center, formulated the new plan for collection of outcomes data.	June 2006
Development of outcomes data collection system Development of temporary outcomes data system to collect entrance data using the ECO collection forms.	July 2006
Training provided to participating LEAs	July/August 2006
Outcomes Data Collected for Entrance Information by participating LEAs	August/November 2006

Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for (Insert FFY):*[If applicable]*

Tennessee
Child Outcomes Summary Form at Entrance
Directions for Completion

Complete this form for every child birth through five who enters the Part C or Part B preschool system, beginning with the initial IFSPs/IEPs developed 8-15-06 and thereafter. Do not complete a form for a child who is new to the TEIS or LEA district who received Part C/ Part B preschool services in another district.

Complete the form as follows:

1. **TEIS or LEA** – TEIS or LEA district name
2. **Initial IFSP or IEP Date** – Fill in the date of the initial IFSP/IEP, which is also the date the child summary form is completed.
3. **EI Program Setting or LEA School** – List the EI program setting or LEA school where the child is receiving services. For a child receiving services in multiple settings, list the primary service setting.
4. **Service Coordinator/Teacher** – List the Service Coordinator for Part C, and the Teacher, SLP, or case-manager for Part B.
5. **Child's Name** – Child's full name, including middle name or initial
6. **DOB** – Child's date of birth
7. **R – Race** – Enter **A** for Asian, Pacific Islander, **I** for American Indian, **H** for Hispanic, **B** for Black, and **W** for white
8. **Gender** – check male or female

At the initial IFSP/IEP meeting, after reviewing and discussing all current information about the child, including all assessment/evaluation information, present levels of performance and all pertinent information, the team should, as a group, consider the three child outcomes questions. At this time the team will complete the child outcomes summary form.

Questions 1a, 2a, 3a: Circle only one number for each outcome. Definitions for the scale points are provided at the end of the instructions. Other sources of information to make this determination may be used, including the Tennessee Early Learning Developmental Standards, and observations. All information used to support an outcome determination must be documented in the present levels of performance section of the IFSP or IEP.

Keep a copy of the completed outcomes form in the child's record with the IFSP or IEP, and submit a duplicate copy to your district office, following the submission procedure your TEIS office or school district has established.

Further information on making outcomes determinations may be obtained in the Instructions for completing the Child Outcomes Summary form provided by the Early Childhood Outcomes Center, dated 4-20-06.

TENNESSEE CHILD OUTCOMES SUMMARY FORM at ENTRANCE

Complete this form for every child birth through five at the initial IFSP or IEP meeting.

TEIS/LEA _____ Initial IFSP/IEP Date _____

Program/School _____ SC/Teacher _____

Child's Name _____ DOB _____ R M F _____

1. POSITIVE SOCIAL-EMOTIONAL SKILLS (INCLUDING SOCIAL RELATIONSHIPS)

Think about the child's functioning in these and closely related areas (as indicated by assessments and based on observations from individuals in close contact with the child):

- Relating with adults
- Relating with other children
- Following rules related to groups or interacting with others (if older than 18 months)

1a. To what extent does this child show age-appropriate functioning, across a variety of settings and situations, on this outcome? (Circle one number)

Not Yet		Emerging		Somewhat		Completely	
1	2	3	4	5	6	7	

2. ACQUIRING AND USING KNOWLEDGE AND SKILLS

Think about the child's functioning in these and closely related areas (as indicated by assessments and based on observations from individuals in close contact with the child):

- Thinking, reasoning, remembering, and problem solving
- Understanding symbols
- Understanding the physical and social worlds

2a. To what extent does this child show age-appropriate functioning, across a variety of settings and situations, on this outcome? (Circle one number)

Not Yet		Emerging		Somewhat		Completely	
1	2	3	4	5	6	7	

3. TAKING APPROPRIATE ACTION TO MEET NEEDS

Think about the child's functioning in these and closely related areas (as indicated by assessments and based on observations from individuals in close contact with the child):

- Taking care of basic needs (e.g., showing hunger, dressing, feeding, toileting, etc.)
- Contributing to own health and safety (e.g., follows rules, assists with hand washing, avoids inedible objects) (if older than 24 months)
- Getting from place to place (mobility) and using tools (e.g., forks, strings attached to objects)

3a. To what extent does this child show age-appropriate functioning, across a variety of settings and situations, on this outcome? (Circle one number)

Not Yet		Emerging		Somewhat		Completely	
1	2	3	4	5	6	7	

Tennessee Department of Education, Division of Special Education, modified from ECO child outcomes form 7-06.

APR Template – Part B (4)

Tennessee
State

District	TOTAL AGE 35 WITH DIS	ECO Data Targeted Systems																	
		Disability Type						Sex						Age					
		Speech/Language		Dev. Delay		Other		M		F		3		4		5			
		#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Alcoa City	23	13	56.52	8	34.78	2	8.70	18	78.26	5	21.74	5	21.74	8	34.78	10	43.48		
Davidson County (Nashville)	718	261	36.35	268	37.33	189	26.32	517	72.01	201	27.99	137	19.08	239	33.29	342	47.63		
Jackson/Madison Co.	186	116	62.37	60	32.26	10	5.38	126	67.74	60	32.26	30	16.13	60	32.26	96	51.61		
Johnson City	81	49	60.49	21	25.93	11	13.58	58	71.60	23	28.40	16	19.75	30	37.04	35	43.21		
Knox County	703	558	79.37	2	0.28	143	20.34	513	72.97	190	27.03	125	17.78	250	35.56	328	46.66		
Manchester City	36	28	77.78	5	13.89	3	8.33	27	75.00	9	25.00	7	19.44	11	30.56	18	50.00		
Memphis City	892	642	71.97	124	13.90	126	14.13	652	73.09	240	26.91	183	20.52	295	33.07	414	46.41		
Oak Ridge City	85	54	63.53	27	31.76	4	4.71	56	65.88	29	34.12	24	28.24	28	32.94	33	38.82		
Shelby County	381	205	53.81	127	33.33	49	12.86	274	71.92	107	28.08	73	19.16	134	35.17	174	45.67		
Sumner County	248	164	66.13	55	22.18	29	11.69	186	75.00	62	25.00	65	26.21	70	28.23	113	45.56		
Tipton County	179	155	86.59	11	6.15	13	7.26	125	69.83	54	30.17	28	15.64	57	31.84	94	52.51		
Wayne County	28	26	92.86	2	7.14	0	0.00	19	67.86	9	32.14	4	14.29	10	35.71	14	50.00		
Williamson County	235	129	54.89	63	26.81	43	18.30	167	71.06	68	28.94	48	20.43	98	41.70	89	37.87		
STATE TOTAL	12008	7885	65.66	2832	23.58	1291	10.75	8646	72.00	3362	28.00	2190	18.24	3861	32.15	5957	49.61		

District	Ages 3-5 Race/Ethnicity				
	AI/AN	A/PI	B	H	W
	Count	Count	Count	Count	Count
Alcoa City	0	0	4	0	19
Davidson County (Nashville)	5	17	298	71	327
Jackson/Madison Co.	1	0	97	4	84
Johnson City	0	0	6	3	72
Knox County	0	10	138	15	540
Manchester City	0	0	2	0	34
Memphis City	0	6	728	30	128
Oak Ridge City	0	1	12	4	68
Shelby County	1	14	94	12	260
Sumner County	0	5	23	5	213
Tipton County	0	1	38	4	136
Wayne County	0	0	0	0	28
Williamson County	0	7	11	1	216
STATE TOTAL	20	98	2269	367	9254
District	Percent	Percent	Percent	Percent	Percent
Alcoa City	0.00%	0.00%	17.39	0.00	82.61%
Davidson County (Nashville)	0.70%	2.37%	41.50	9.89	45.54%
Jackson/Madison Co.	0.54%	0.00%	52.15	2.15	45.16%
Johnson City	0.00%	0.00%	7.41	3.70	88.89%
Knox County	0.00%	1.42%	19.63	2.13	76.81%
Manchester City	0.00%	0.00%	5.56	0.00	94.44%
Memphis City	0.00%	0.67%	81.61	3.36	14.35%
Oak Ridge City	0.00%	1.18%	14.12	4.71	80.00%
Shelby County	0.26%	3.67%	24.67	3.15	68.24%
Sumner County	0.00%	2.02%	9.27	2.02	85.89%
Tipton County	0.00%	0.56%	21.23	2.23	75.98%
Wayne County	0.00%	0.00	0.00	0.00	100.00
Williamson County	0.00%	2.98	4.68	0.43	91.91
STATE TOTAL	0.17%	0.82	18.90	3.06	77.07

District	Ages 6-21 Race/Ethnicity				
	AI/AN	A/PI	B	H	W
	Count	Count	Count	Count	Count
Alcoa City	0	0	53	2	110
Davidson County (Nashville)	6	80	4939	390	2787
Jackson/Madison Co.	1	3	1157	17	621
Johnson City	3	7	115	16	689
Knox County	19	43	1126	96	4631
Manchester City	1	0	16	4	163
Memphis City	9	54	11973	240	1167
Oak Ridge City	3	7	131	21	457
Shelby County	15	88	1822	109	2823
Sumner County	6	10	354	60	2652
Tipton County	0	5	443	12	899
Wayne County	0	0	6	4	366
Williamson County	4	27	164	41	1777
STATE TOTAL	169	524	30205	2259	74957
District	Percent	Percent	Percent	Percent	Percent
Alcoa City	0.00%	0.00	32.12	1.21	66.67
Davidson County (Nashville)	0.07%	0.98	60.22	4.75	33.98
Jackson/Madison Co.	0.06%	0.17	64.31	0.94	34.52
Johnson City	0.36%	0.84	13.86	1.93	83.01
Knox County	0.32%	0.73	19.04	1.62	78.29
Manchester City	0.54%	0.00	8.70	2.17	88.59
Memphis City	0.07%	0.40	89.06	1.79	8.68
Oak Ridge City	0.48	1.13	21.16	3.39	73.83
Shelby County	0.31	1.81	37.51	2.24	58.12
Sumner County	0.19	0.32	11.49	1.95	86.05
Tipton County	0.00	0.37	32.60	0.88	66.15
Wayne County	0.00	0.00	1.60	1.06	97.34
Williamson County	0.20	1.34	8.15	2.04	88.28
STATE TOTAL	0.16	0.48	27.94	2.09	69.33

Total Student Population by Race/Ethnicity				
AI/AN	A/PI	B	H	W
Count	Count	Count	Count	Count
1	11	320	24	872
142	2677	35743	8144	30788
10	116	7938	378	6173
7	120	876	286	6532
145	1017	8129	1272	45622
2	23	64	106	1134
97	1611	106406	5073	12113
10	166	660	163	3490
168	1730	13048	1397	30904
80	290	2423	713	22832
25	55	3071	129	8502
0	3	31	18	2509
36	693	1080	608	22403
1856	13812	242660	35472	683744
Percent	Percent	Percent	Percent	Percent
0.08	0.90%	26.06%	1.95	71.01%
0.18	3.45%	46.12%	10.51	39.73%
0.07	0.79%	54.31%	2.59	42.24%
0.09	1.53%	11.20%	3.66	83.52%
0.26	1.81%	14.47%	2.26	81.20%
0.15	1.73%	4.82%	7.98	85.33%
0.08	1.29%	84.92%	4.05	9.67%
0.22	3.70%	14.70%	3.63	77.75%
0.36	3.66%	27.62%	2.96	65.41%
0.30	1.10%	9.20%	2.71	86.69%
0.21	0.47%	26.07%	1.09	72.16%
0.00	0.12%	1.21%	0.70	97.97%
0.15	2.79%	4.35%	2.45	90.26%
0.19	1.41%	24.82%	3.63	69.95%

Part B Annual Performance Report (APR) for 2005-2006

Overview of the Annual Performance Report Development:

Monitoring Priority: FAPE in the LRE

INDICATOR 8 – PARENT INVOLVEMENT: Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.

(20 U.S.C. 1416(a)(3)(A))

Measurement: Percent = [(# of respondent parents who report schools facilitated parent involvement as a means of improving services and results for children with disabilities) divided by the (total # of respondent parents of children with disabilities)] times 100.

FFY	Measurable and Rigorous Target
2005-2006	The percentage of parents reporting that the schools facilitated their involvement as a means of improving services & results for children with disabilities will be at least 92%

Actual Target Data for 2005-06 SY:

During the 2005-06 school year, the *Parent Involvement Survey* was sent to 35,603 parents (i.e. all parents) in the 42 systems monitored by the Division of Special Education. The number of surveys returned was 10,247 or 29% (no minimum response rate was set by TN). The number of parents who agreed that the schools facilitated their involvement was 9,425 or 92%.

The “agreement” percentage of 92% was derived from calculation of a question on the survey which directly asked if the school facilitated parental involvement as a means of improving services and results for children with disabilities. Measurable and rigorous targets have been derived from these baseline results.

Due to the high positive response rates by parents to the 05-06 survey, no Program Improvement Plans (PIPs) were written during that school year.

Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that occurred for 2006 - 2007:

Improvement Activities	Status of Improvement Activity
Complete Parent Involvement Survey in LEAs being monitored in 05-06 and through a sampling calculator in school years thereafter as well as the	Completed in 2005-06 and annually thereafter

APR Template – Part B (4)

Tennessee
State

3 LEAs with Average Daily Membership (ADM) over 50,000	
Require LEAs to develop an improvement plan - as needed – based on survey results. This plan should facilitate increased parent involvement in educational programs for children and could include training, general information, home learning activities, etc. using some tool such as a newsletter.	Completed in 2005-06 and annually thereafter

Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for 2006-07:

[If applicable]

PARENT SURVEY (2005-2006)
(FLRE #8)

School System _____ Date Completed _____

School _____

PARENTS: This is survey for parents of students receiving special education services. Your responses will help guide efforts to improve services and results for children and families. For each statement below, please select disagree or agree. You may skip any item that you feel does not apply to you or your child.

School's Efforts to Partner with Parents

Questions	NA	Agree	Disagree
*1. The school system encourages parent involvement as a means of improving services and results for children with disabilities.			
2. At the IEP meeting, we discussed how my child would participate in statewide assessments.			
3. At the IEP meeting, we discussed accommodations and modifications that my child would need.			
4. My Child's evaluation report is written in terms I understand.			
5. Teachers and administrators ensure that I have fully understood the Procedural Safeguards (the rules in federal law that protect the rights of parents).			
6. The school communicates regularly with me regarding my child's progress on IEP goals.			
7. The school offers parents training about special education issues.			
8. School provides information on agencies that can assist my child in the transition from school.			
9. The school explains what options parents have if they disagree with a decision of the school.			

Quality of Services

Questions			
10. My Child's IEP tells how progress towards goals will be measured.			
11. My child is taught in regular classes, with supports, to the maximum extent appropriate.			
12. Special education teachers make accommodations and modifications are indicated on my child's IEP.			
13. General education teachers' accommodations and modifications are indicated on my child's IEP.			
14. General education teachers' work together to assure that my child's IEP is being implemented.			
15. The principal does everything possible to support appropriate special education services in the school.			

APR Template – Part B (4)Tennessee
State

Questions	NA	Agree	Disagree
16. The school provides my child with all the services documented on my child's IEP.			
17. The school offers students without disabilities and their families, opportunities to learn about students with disabilities.			
18. The school ensures that after-school and extracurricular activities are accessible to students with disabilities.			

Impact of Special Education Services on Your Family

Questions	NA	Agree	Disagree
19. Over the past year, special education services have helped me and/or my family to understand how the special education system works.			
20. Over the past year, special education services have helped me and/or my family to understand my child's special needs.			

Parent Participation

Questions	NA	Agree	Disagree
21. I ask my child to talk about what he or she is learning in school.			
22. I communicate to my child that it is important to do well in school.			
23. I meet with my child's teacher(s) to plan my child's program services.			
24. I participate in school sponsored activities.			
25. I participate in the school's PTA (Parent Teacher Association) or PTO (Parent Teacher Organization).			
26. I attend training session's relation to the needs of children with disabilities and their families.			

The percentage of parents reporting that the schools facilitated their involvement as a means of improving services & results for children with disabilities will be at least 92%.

Part B State Annual Performance Report (APR) for 2005-2006

Overview of the Annual Performance Report Development:

Monitoring Priority: Disproportionality

INDICATOR 9 – DISPROPORTIONATE REPRESENTATION IN SPECIAL EDUCATION: Percent of districts with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.

(20 U.S.C. 1416(a)(3)(C))

Measurement:

Percent = [(# of districts with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification) divided by the (# of districts in the State)] times 100.

Include State's definition of "disproportionate representation."

Describe how the State determined that disproportionate representation of racial and ethnic groups in special education and related services was the result of inappropriate identification, e.g., monitoring data, review of policies, practices and procedures under 618(d), etc.

FFY	Measurable and Rigorous Target
2005-2006	The percent of school districts with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification in the 2005-2006 school year will be 0%.

Additional data will be provided in the ~~FFY 2005 APR~~ updated 2005-2010 State Performance Plan, due February 1, 2007.

Actual Target Data for 2005-06:

In FFY 2005, Tennessee's data analysis and definition/process for the determining the "percent of districts with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification" was defined due to the following factors:

1. Weighted Risk Ratio (WRR), applied as basis for review and analysis of data in FFY 2003 and FFY 2004, provides a wide and general sweep for comparison of school districts across the State.
2. Relative Risk Ratio (RRR), applied as basis for review and analysis in FFY 2005, is a more appropriate measure. RRR permits in-depth focus for each school district and utilizes the district's demographic data to determine disproportionate representation.
3. Data examined for FFY 2004 focused on Tennessee's statewide disproportionate disability area of Mental Retardation. Use of the WRR was appropriate for comparing district data on a statewide basis. The analysis of data reviewed in FFY 2005 was expanded to include the six high incidence disability categories of Autism, Emotional Disturbance, Mental Retardation, Other Health Impairment, Specific Learning Disabilities, Speech/Language Impairments, and All Disabilities. RRR was determined to be the more appropriate and accurate method to analyze data at the system level for each of the racial/ethnic groups.

FFY 2005: Baseline Data

Table 9 – ALL DISABILITIES

(3) ÷ (136) = .022 X 100 = 2.20%

School District	Child Count (by Subgroup)					Relative Risk Ratio (RRR) (by Subgroup)					Enrollment (by Subgroup)				
	AI/ AN	A/ PI	B	H	W	AI/ AN	A/ PI	B	H	W	AI/ AN	A/ PI	B	H	W
1	**	0	**	**	295	0.00	0.00	0.41	0.11	3.25	9	**	16	56	1883
2	0	0	0	**	813	0.00	0.00	0.00	0.47	3.99	11	13	32	66	6211
3	0	0	0	**	422	0.00	0.00	0.00	0.49	4.54	11	7	**	15	3066

FFY 2005: Revised Definition and Discussion (see [FFY 2005: Data Overview \[Revised\]](#) for explanation of change)

The December 1, 2005 Unduplicated Census Data for students identified with All Disabilities (<http://state.tn.us/education/speced/sedata.shtml>) was reviewed based on Tennessee's revised definition for the "percent of districts with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification".

FFY 2005: Revised Definition, Review, and Analysis – Disproportionate Representation

Definition, Review and Analysis: Phase One

In Phase One of the State's disproportionality review/analysis, the weighted risk ratio (WRR) was applied for review and analysis of the five ethnic student populations in the six high-incidence disability categories. The initial review determined the existence of any apparent statewide concerns and provided a comparison of all school districts on a statewide level. During Phase I, the following criteria were applied:

- Racial/ethnic group Child Count of ≥ 20 in a disability category and
- Racial/ethnic group Enrollment of ≥ 200 in the LEA (State Report Card), and
- Weighted Risk Ratio (WRR) of ≥ 3.0 in any disability category

Definition, Review and Analysis: Phase Two

In Phase Two of the State's disproportionality review/analysis, the relative risk ratio (RRR) was applied for review and analysis of the five ethnic student populations in the six high-incidence disability categories. Analysis of Phase Two data resulted in the identification of school districts with potential disproportionality issues. Selection for further review was based on the following criteria:

- Racial/ethnic group Child Count of ≥ 6 , and
- Racial/ethnic group Enrollment of ≥ 200 in the LEA (State Report Card), and
- Relative Risk Ratio (RRR) of ≥ 3.0 in any disability category

Process, Review of Policies, Practices/Procedures: Phase Three

Each year following the analysis of data from the December 1 Unduplicated Census from the preceding FFY, all school districts are notified of level classification by the Division of Special Education. Following the analysis of data, each district in the state is classified at one of the following levels:

<u>Level</u>	<u>Description</u>	<u>Action Required</u>
<u>1</u>	<u>No identified disproportionality</u>	<ul style="list-style-type: none"> <u>None</u>
<u>2</u>	<u>Potential disproportionality</u>	<ul style="list-style-type: none"> <u>Review policies and procedures</u> <u>Local analysis of identification procedures</u> <u>Technical assistance as needed</u>
<u>3</u>	<u>Significant disproportionality</u>	<ul style="list-style-type: none"> <u>Appropriate 15% of federal funds for Early Intervening Services</u>

- Districts classified at **Level 1** are encouraged to review their data to ensure that appropriate policies and procedures are in place to prevent disproportionate representation due to inappropriate identification.
- Districts are classified at **Level 2** in two phases of analysis.

Level 2 – Phase 1: Districts are required to review policies and procedures in the disability category identified by the State's data review/analysis to ensure disproportionate representation is not due to inappropriate identification

Level 2 – Phase 2: The district is required to review policies and procedures for the identification of the disability category identified in the State's data review/analysis by applying a Relative Risk Ratio (RRR) of ≥ 3 . After the district completes review of policies and procedures and can document and justify that disability disproportionate representation in the target disability *is not due* to inappropriate identification, the district is classified at **Level 1** for the FFY under review. If, after local review of the policies and procedures, the district fails to document and justify disproportionate representation in the target disability *is not due* to inappropriate identification procedures, the State will conduct a focus on-site review of the district's policies and procedures. If the policies and procedures and on-site reviews indicate inappropriate identification of the disability, the district is classified at **Level 2** for the FFY under review.

Districts classified at **Level 2** after Phase 2 of review:

- a.) are required to conduct a local analysis of identification procedures, and
- b.) provided with ongoing technical assistance in areas of specific need.
- If districts remain at **Level 2 (Potential Disproportionality)** for three consecutive years after the initial **Level 2** classification, they are reclassified at **Level 3 (Significant Disproportionality)**. If, at the end of the three-year **Level 2** classification, a school district does not meet the state's target of decreasing disproportionate representation of the identified subgroup to **Level 1** or **Level 2**, the district will be required to reserve 15% of its federal special education allocation for early intervening services. The 15% reserve will be required each year until the district meets the State target.

Discussion of Statewide Baseline Data:

Summary Data for Phase 1 Review of disproportionate representation of students in All Disability categories is as follows:

<u>Category</u>	<u># School Districts Identified at Level 2 (Phase 1 Review)</u>	<u>% School Districts Identified at Level 2 (Phase 1 Review)</u>
<u>All Disabilities</u>	<u>3</u>	<u>2.21%</u>

3 of Tennessee's 136 school districts (2.21%) met Phase 1 of Level 2 classification for disproportionate identification of students in All Disability Categories (Potential Disproportionate Representation).

Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that occurred for 2005-06:

Improvement Activities	Timelines	Status of Improvement Activities
Develop definition of Disproportionate Representation and Identification Process to determine the number of districts with disproportionate representation of racial and ethnic groups in all disability categories as a result of inappropriate identification.	FFY 2005	TBD
Review Unduplicated Census Data for school districts meeting this definition.	FFY 2005—FFY 2010	
Expand current guidelines and develop a "best practices" document for the child find, referral, and assessment of culturally and linguistically diverse learners (CLD), including English Language Learners (ELL), for eligibility in special education to include: <ul style="list-style-type: none"> child find/screening guidelines, unbiased and culturally-fair assessment practices, and guidelines to determine the differentiation of normal second language acquisition and lack of progress due to a disability. 	FFY 2005—FFY2009	
Continue grant partnership liaison with NCCRESt for purpose of identifying and implementing appropriate strategies to decrease significant disproportionality.	FFY 2005	
Advocate and collaborate with NIUSI in the addition of Memphis to NIUSI's national city partners.	FFY 2005—2009	

<p>Provide Responsiveness to Intervention (RTI) Training of systematic instruction to determine need for special education services.</p> <p>Support efforts through the State Improvement Grant (SIG) in the development of procedures used to identify students with disabilities with the Responsiveness to Intervention (RTI) method, as a viable, culturally-fair alternative for identification of students from diverse racial and ethnic backgrounds with disabilities.</p>	FFY 2005—2010	
<p>Establish statewide stakeholders' committee on disproportionality to provide input and continued guidance on goals established by the DOE Disproportionality Core Work Group.</p>	FFY 2005—FFY 2010	
<p>Develop and disseminate best practice guidelines and tools to school districts to include specific strategies, policies, and practices that have resulted in the successful decrease of disproportionate representation of racial/ethnic groups of students who have been inappropriately disproportionately identified with disabilities.</p> <p>Provide technical assistance to districts that have been identified with potential and significant disproportionate representation.</p> <p>Include resources from NCCRESt (National Center for Culturally-Responsive Education Systems) and NIUSI (National Institute for Urban Schools Improvement).</p>	FFY 2005—FFY 2010	

Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for *(Insert FFY)*
[If applicable]

Part B State Annual Performance Report (APR) for 2005-2006

Overview of the Annual Performance Report Development:

Monitoring Priority: Disproportionality

INDICATOR 10 – DISPROPORTIONATE REPRESENTATION BY SPECIFIC DISABILITY

CATEGORIES: Percent of districts with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.

(20 U.S.C. 1416(a)(3)(C))

Measurement:

Percent = [(# of districts with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification) divided by the (# of districts in the State)] times 100.

Include State's definition of "disproportionate representation."

Describe how the State determined that disproportionate representation of racial and ethnic groups in specific disability categories was the result of inappropriate identification, e.g., monitoring data, review of policies, practices and procedures under 618(d), etc.

FFY	Measurable and Rigorous Target
2005-2006	The percent of school districts with disproportionate representation of racial and ethnic groups that is the result of inappropriate identification of students with Autism, Emotional Disturbance, Mental Retardation, Other Health Impairment, Specific Learning Disabilities, and Speech/Language Impairments in the 2005-2006 school year will be 0%.

Additional data will be provided in the updated 2005-2010 State Performance Plan, due February 1, 2007.

Actual Target Data for 2005-06:FFY 2005: Data Overview (Revised)

In FFY 2005, Tennessee's data analysis and definition/process for the determining the "percent of districts with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification" was revised due to the following factors:

1. Weighted Risk Ratio (WRR), applied as basis for review and analysis of data in FFY 2003 and FFY 2004, provides a wide and general sweep for comparison of school districts across the State.
2. Relative Risk Ratio (RRR), applied as basis for review and analysis in FFY 2005, is a more appropriate measure. RRR permits in-depth focus for each school district and utilizes the district's demographic data to determine disproportionate representation.
3. Data examined for FFY 2004 focused on Tennessee's statewide disproportionate disability area of Mental Retardation. Use of the WRR was appropriate for comparing district data on a statewide basis. The analysis of data reviewed in FFY 2005 was expanded to include the six high incidence disability categories: Autism, Emotional Disturbance, Mental Retardation, Other Health Impairment, Specific Learning Disabilities, and Speech/Language Impairments. RRR was determined to be the

more appropriate and accurate method to analyze data for each of the six high incidence disability categories in each of the racial/ethnic groups.

4. The FFY 2004 definition for disproportionate representation included two indicators: over-identification of black (not Hispanic) students with Mental Retardation coexisting with under-identification of Hispanic and white (not Hispanic) students with Mental Retardation. With the expansion and analysis of the six high incidence disability categories in FFY 2005, the RRR provided a system of “checks and balances” for all racial/ethnic groups, thus eliminating the need for a dual definition.

FFY 2005: Baseline Data

Table 10A – AUTISM

(1) ÷ (136) = .0073 X 100 = .73%

School District	Child Count (by Subgroup)					Relative Risk Ratio (RRR) (by Subgroup)					Enrollment (by Subgroup)				
	AI/ AN	A/ PI	B	H	W	AI/ AN	A/ PI	B	H	W	AI/ AN	A/ PI	B	H	W
1	0	**	144	6	53	0.00	1.13	0.41	0.71	3.24	97	1611	106406	5073	12113

Table 10B – EMOTIONAL DISTURBANCE

(2) ÷ (136) = .0147 X 100 = 1.47%

School District	Child Count (by Subgroup)					Relative Risk Ratio (RRR) (by Subgroup)					Enrollment (by Subgroup)				
	AI/ AN	A/ PI	B	H	W	AI/ AN	A/ PI	B	H	W	AI/ AN	A/ PI	B	H	W
1	0	0	0	0	68	0.00	0.00	0.00	0.00	4.59	20	16	96	62	3830
2	0	0	0	0	36	0.00	0.00	0.00	0.00	4.83	**	9	48	49	1929

Table 10C – MENTAL RETARDATION

(12) ÷ (136) = .0882 X 100 = 8.82%

School District	Child Count (by Subgroup)					Relative Risk Ratio (RRR) (by Subgroup)					Enrollment (by Subgroup)				
	AI/ AN	A/ PI	B	H	W	AI/ AN	A/ PI	B	H	W	AI/ AN	A/ PI	B	H	W
1	0	**	50	0	25	0.00	1.81	4.00	0.00	0.26	**	28	1240	67	2484
2	0	0	72	0	9	0.00	0.00	4.70	0.00	0.24	**	10	2402	76	1322
3	0	0	27	0	**	0.00	0.00	5.48	0.00	0.19	0	28	2482	56	2070
4	0	0	22	0	**	0.00	0.00	3.83	0.00	0.28	6	28	2482	56	2070
5	0	0	87	0	10	0.00	0.00	4.78	0.00	0.26	**	**	2363	155	1137
6	0	0	70	0	19	0.00	0.00	4.89	0.00	0.22	36	9	2048	62	2613
7	0	0	182	**	44	0.00	0.00	3.40	0.17	0.33	10	111	7938	378	6173
8	0	**	109	**	81	0.00	0.41	3.25	0.68	0.37	168	1730	13048	1397	30904
9	**	7	3870	2 1	109	.64	0.13	4.94	0.12	0.26	97	1611	106406	5073	12113
10	0	**	92	**	60	0.00	2.77	4.08	1.17	0.24	25	55	3071	129	8502
11	0	0	24	**	75	0.00	0.00	4.08	0.97	0.34	61	125	962	276	12120
12		0	25	**	24	0.00	0.00	4.44	0.28	0.33	11	25	573	209	2300

Table 10D – OTHER HEALTH IMPAIRMENT

(4) ÷ (136) = .0294 X 100 = 2.94%

School District	Child Count (by Subgroup)					Relative Risk Ratio (RRR) (by Subgroup)					Enrollment (by Subgroup)				
	AI/ AN	A/ PI	B	H	W	AI/ AN	A/ PI	B	H	W	AI/ AN	A/ PI	B	H	W
1	0	0	**	0	125	0.00	0.00	0.48	0.00	3.01	9	17	118	24	6976
2	0	0	**	**	225	0.00	0.00	0.27	0.60	3.00	13	74	168	154	10240
3	0	0	0	0	45	0.00	0.00	0.00	0.00	3.16	0	0	**	6	1748
4	0	0	0	0	62	0.00	0.00	0.00	0.00	4.02	9	**	14	13	1892

Table 10E – SPECIFIC LEARNING DISABILITIES

(4) ÷ (136) = .0294 X 100 = 2.94%

School District	Child Count (by Subgroup)					Relative Risk Ratio (RRR) (by Subgroup)					Enrollment (by Subgroup)				
	AI/AN	A/PI	B	H	W	AI/AN	A/PI	B	H	W	AI/AN	A/PI	B	H	W
1	++	0	0	0	118	0.00	0.00	0.00	0.00	5.20	9	**	16	56	1883
2	0	0	41	**	144	0.00	0.00	3.04	1.52	0.35	**	6	239	20	2558
3	0	0	0	0	353	0.00	0.00	0.00	0.00	3.09	**	**	**	9	2339
4	0	**	62	¹ ₉	96	0.00	0.18	3.08	1.02	0.47	7	107	534	379	2583

Table 10F – SPEECH/LANGUAGE IMPAIRMENTS

(6) ÷ (136) = .0441 X 100 = 4.41%

School District	Child Count (by Subgroup)					Relative Risk Ratio (RRR) (by Subgroup)					Enrollment (by Subgroup)				
	AI/AN	A/PI	B	H	W	AI/AN	A/PI	B	H	W	AI/AN	A/PI	B	H	W
1	0	**	0	0	59	0.00	2.36	0.00	0.00	3.65	16	19	98	22	2508
2	**	0	0	0	102	0.00	0.00	0.00	0.00	4.50	9	**	16	56	1883
3	0	0	0	**	213	0.00	0.00	0.00	0.45	4.18	11	13	32	66	6211
4	**	**	**	0	77	0.00	0.00	0.27	0.00	3.00	**	8	320	51	3281
5	0	0	**	0	78	0.00	0.00	0.51	0.00	3.23	**	7	204	114	3957
6	0	0	0	**	297	0.00	0.00	0.00	0.82	^{13.9} ₃	12	55	76	73	12894

FFY 2005: Revised Definition and Discussion (see [FFY 2005: Data Overview \[Revised\]](#) for explanation of change)

The December 1, 2005 Unduplicated Census Data in each of the following high-incidence disability categories of Autism, Emotional Disturbance, Mental Retardation, Other Health Impairment, Specific Learning Disabilities, and Speech/Language Impairments (<http://state.tn.us/education/speced/sedata.shtml>) was reviewed based on Tennessee's revised definition for the "percent of districts with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification".

FFY 2005: Revised Definition, Review, and Analysis – Disproportionate Representation

Definition, Review and Analysis: Phase One

In Phase One of the State's disproportionality review/analysis, the weighted risk ratio (WRR) was applied for review and analysis of the five ethnic student populations in the six high-incidence disability categories. The initial review determined the existence of any apparent statewide concerns and provided a comparison of all school districts on a statewide level. During Phase I, the following criteria were applied:

- Racial/ethnic group Child Count of ≥ 20 in a disability category and
- Racial/ethnic group Enrollment of ≥ 200 in the LEA (State Report Card), and
- Weighted Risk Ratio (WRR) of ≥ 3.0 in any disability category

Definition, Review and Analysis: Phase Two

In Phase Two of the State's disproportionality review/analysis, the relative risk ratio (RRR) was applied for review and analysis of the five ethnic student populations in the six high-incidence disability categories. Analysis of Phase Two data resulted in the identification of school districts with potential disproportionality issues. Selection for further review was based on the following criteria:

- Racial/ethnic group Child Count of ≥ 6 , and
- Racial/ethnic group Enrollment of ≥ 200 in the LEA (State Report Card), and
- Relative Risk Ratio (RRR) of ≥ 3.0 in any disability category

Process, Review of Policies, Practices/Procedures: Phase Three

Each year following the analysis of data from the December 1 Unduplicated Census from the preceding FFY, all school districts are notified of level classification by the Division of Special Education. Following the analysis of data, each district in the state is classified at one of the following levels:

<u>Level</u>	<u>Description</u>	<u>Action Required</u>
<u>1</u>	<u>No identified disproportionality</u>	<ul style="list-style-type: none"> • <u>None</u>
<u>2</u>	<u>Potential disproportionality</u>	<ul style="list-style-type: none"> • <u>Review policies and procedures</u> • <u>Local analysis of identification procedures</u> • <u>Technical assistance as needed</u>
<u>3</u>	<u>Significant disproportionality</u>	<ul style="list-style-type: none"> • <u>Appropriate 15% of federal funds for Early Intervening Services</u>

- Districts classified at **Level 1** are encouraged to review their data to ensure that appropriate policies and procedures are in place to prevent disproportionate representation due to inappropriate identification.
- Districts are classified at **Level 2** in two phases of analysis.

Level 2 – Phase 1: Districts are required to review policies and procedures in the disability category identified by the State's data review/analysis to ensure disproportionate representation is not due to inappropriate identification

Level 2 – Phase 2: The district is required to review policies and procedures for the identification of the disability category identified in the State's data review/analysis by applying a Relative Risk Ratio (RRR) of ≥ 3 . After the district completes review of policies and procedures and can document and justify that disability disproportionate representation in the target disability *is not due* to inappropriate identification, the district is classified at **Level 1** for the FFY under review. If, after local review of the policies and procedures, the district fails to document and justify disproportionate representation in the target disability *is not due* to inappropriate identification procedures, the State will conduct a focus on-site review of the district's policies and procedures. If the policies and procedures and on-site reviews indicate inappropriate identification of the disability, the district is classified at **Level 2** for the FFY under review.

Districts classified at **Level 2** after Phase 2 of review:

- a.) are required to conduct a local analysis of identification procedures, and

b.) provided with ongoing technical assistance in areas of specific need.

- If districts remain at **Level 2 (Potential Disproportionality)** for three consecutive years after the initial **Level 2** classification, they are reclassified at **Level 3 (Significant Disproportionality)**. If, at the end of the three-year **Level 2** classification, a school district does not meet the state's target of decreasing disproportionate representation of the identified subgroup to **Level 1** or **Level 2**, the district will be required to reserve 15% of its federal special education allocation for early intervening services. The 15% reserve will be required each year until the district meets the State target.

Discussion of Statewide Baseline Data:

Summary Data for Phase 1 Review of disproportionate representation of students in the six high incidence disability categories (Tables 10A – 10F) are as follows:

Summary Data from:

<u>Disability</u>	<u># School Districts Identified at Level 2 (Phase 1 Review)</u>	<u>% School Districts Identified at Level 2 (Phase 1 Review)</u>
<u>Table 10A: Autism</u>	<u>1</u>	<u>0.73%</u>
<u>Table 10B: Emotional Disturbance</u>	<u>2</u>	<u>1.47%</u>
<u>Table 10C: Mental Retardation</u>	<u>12</u>	<u>8.82%</u>
<u>Table 10D: Other Health Impairment</u>	<u>4</u>	<u>2.94%</u>
<u>Table 10E: Specific Learning Disabilities</u>	<u>4</u>	<u>2.94%</u>
<u>Table 10F: Speech/Language Impairments</u>	<u>6</u>	<u>4.41%</u>

Tables 10A – 1 of Tennessee's 136 school districts (.73%) met Phase 1 of Level 2 classification in the disability category of Autism (Potential Disproportionate Representation).

Tables 10B – 2 of Tennessee's 136 school districts (1.47%) met Phase 1 of Level 2 classification in the disability category of Emotional Disturbance.

Tables 10C – 12 of Tennessee's 136 school districts (8.82%) met Phase 1 of Level 2 classification in the disability category of Mental Retardation.

Tables 10D – 4 of Tennessee's 136 school districts (2.94%) met Phase 1 of Level 2 classification in the disability category of Other Health Impairment.

Tables 10E – 4 of Tennessee's 136 school districts (2.94%) met Phase 1 of Level 2 classification in the disability category of Specific Learning Disabilities.

Tables 10F – 6 of Tennessee's 136 school districts (4.41%) met Phase 1 of Level 2 classification in the disability category of Speech/Language Impairments.

Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that occurred for (Insert FFY):

Improvement Activities	Timelines	Status of Improvement Activities
Develop definition of Disproportionate Representation and Identification Process to determine the number of districts with disproportionate representation of racial and ethnic groups in specific disability categories as	FFY 2005	TBD

a result of inappropriate identification.		
Review Unduplicated Census Data for school districts meeting this definition.	FFY 2005 – FFY 2010	
Expand current guidelines and develop a “best practices” document for the child find, referral, and assessment of culturally and linguistically diverse learners (CLD), including English Language Learners (ELL), for eligibility in special education to include: <ul style="list-style-type: none"> • child find/screening guidelines, • unbiased and culturally-fair assessment practices, and • guidelines to determine the differentiation of normal second language acquisition and lack of progress due to a disability. 	FFY 2005 – FFY 2009	
Continue grant partnership liaison with NCCRESt for purpose of identifying and implementing appropriate strategies to decrease significant disproportionality.	FFY 2005	
Advocate and collaborate with NIUSI in the addition of Memphis to NIUSI’s national city partners.	FFY 2005 – FFY 2009	
Provide Responsiveness to Intervention (RTI) Training of systematic instruction to determine need for special education services. Support efforts through the State Improvement Grant (SIG) in the development of procedures used to identify students with disabilities with the Responsiveness to Intervention (RTI) method, as a viable, culturally-fair alternative for identification of students from diverse racial and ethnic backgrounds with disabilities.	FFY 2005 – FFY 2010	
Establish statewide stakeholders’ committee on disproportionality to provide input and continued guidance on goals established by the DOE Disproportionality Core Work Group.	FFY 2005 – FFY 2010	
Develop and disseminate best practice guidelines and tools to school districts to include specific strategies, policies, and practices that have resulted in the successful decrease of disproportionate	FFY 2005 – FFY 2010	

APR Template – Part B (4)

Tennessee
State

<p>representation of racial/ethnic groups of students who have been inappropriately disproportionately identified with disabilities.</p> <p>Provide technical assistance to districts that have been identified with potential and significant disproportionate representation.</p> <p>Include resources from NCCRESt (National Center for Culturally-Responsive Education Systems) and NIUSI (National Institute for Urban Schools Improvement).</p>		
---	--	--

Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for *(Insert FFY)*
[If applicable]

Part B State Annual Performance Report (APR) for 2005-2006

Overview of the Annual Performance Report Development:

Monitoring Priority: Effective General Supervision Part B / Child Find

INDICATOR 11 – CHILD FIND: Percent of children with parental consent to evaluate, who were evaluated within 60 days (or State established timeline).

(20 U.S.C. 1416(a)(3)(B))

Measurement:

- a. # of children for whom parental consent to evaluate was received.
- b. # determined not eligible whose evaluations were completed within 60 days (or State established timeline).
- c. # determined eligible whose evaluations were completed within 60 days (or State established timeline).

Account for children included in a but not included in b or c. Indicate the range of days beyond the timeline when the evaluation was completed and any reasons for the delays.

Percent = [(b + c) divided by (a)] times 100.

FFY	Measurable and Rigorous Target
2005-2006	100% of the children with parental consent to evaluate will be evaluated and eligibility determined within the state established timeline of 40 school days. Percentages will be reported according to measurement methods for areas a, b, and c.

Actual Target Data for 2005-06:

42 systems were monitored during the 2005-06 School year for compliance with this requirement. 868 student assessments were reviewed by TDOE staff with 775 (89%) completed within 40 school days (State established timeline). 93 assessments (11%) were not completed within required timelines.

Discussion of Baseline Data:

A variety of disability categories were selected for review and all special education teachers within these 42 LEAs were involved in this phase of the monitoring process. The 11% of records reviewed not meeting timelines were found in 28 of the 42 LEAs monitored. These LEAs were required to develop Program Improvement Plans (PIPs) to correct and improve their procedures for meeting initial evaluation timelines. These plans usually involved training of staff on the components of the assessment process with emphasis on completing each component within pre-established timelines. The State Website /Special Education/Compliance section provides the list of LEAs requiring improvement in this area. The plans themselves may be obtained upon request. (All findings identified during the 2005-06 school year will be corrected within one year of their identification.)

APR Template – Part B (4)

Tennessee
State

Note: No data was collected on the number of students assessed and determined NOT ELIGIBLE in 40 days. All above data is based on timelines for students who were determined ELIGIBLE for Special Education. Data on those assessed and determined NOT ELIGIBLE will be collected during the 2006-2007 school year.

Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that occurred for 2005-06:

Improvement Activities	Status of Improvement Activities
Training of LEAs on components of the evaluation/eligibility process & timelines for completion	Completed for the 2005-06 SY
Conduct monitoring reviews of current timeline tracking systems on LEAs and determined which LEAs require changes to the system or the full implementation of a system in order to attain compliance in this area.	Completed for the 2005-06 SY

Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for *(Insert FFY)* *[If applicable]*

Part B State Annual Performance Report (APR) for 2005-2006

Overview of the Annual Performance Report Development:

Monitoring Priority: Effective General Supervisor Part B – Effective Transition
--

INDICATOR 12 – PART C TO B TRANSITION: Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.

(20 U.S.C. 1416(a)(3)(B))

Measurement:

- # of children who have been served in Part C and referred to Part B for eligibility determination.
- # of those referred determined to be NOT eligible and whose eligibilities were determined prior to their third birthdays.
- # of those found eligible who have an IEP developed and implemented by their third birthdays.
- # of children for whom parent refusal to provide consent caused delays in evaluation or initial services.

Account for children included in a but not included in b, c or d. Indicate the range of days beyond the third birthday when eligibility was determined and the IEP developed and the reasons for the delays.

Percent = [(c) divided by (a – b - d)] times 100.

FFY	Measurable and Rigorous Target
2005 (2005-2006)	<p>100% of children referred by Part C prior to age three, who are found eligible for Part B, will have an IEP developed and implemented by their third birthdays. Measurement = C (Eligibles) DIVIDED BY [A (Total) MINUS B (Not Eligible) MINUS D (Parent Refusal)] TIMES 100.</p> <ol style="list-style-type: none"> All children who have been served in Part C will be referred to Part B for eligibility determination. All referrals determined to be NOT eligible for Part B will have eligibilities determined prior to their third birthdays. Children from A not included here will be explained. Reasons for delay of eligibility for Part B will be explained. All referrals determined to be eligible for Part B will have an IEP developed and implemented by their third birthdays. Children from A not included here will be explained. Reasons for delay of eligibility for Part B will be explained. All referrals for whom parent refusal to provide consent caused delays in evaluation or initial services will have eligibility determined. Children from A not included here will be explained.

In response to the "Issues Identified in the State Performance Plan", Indicator 12, received by TDOE in March, 2006, the following information is provided.

In analyzing this indicator as well as the requirements of the March 20, 2006 SPP response letter from OSERS, the TN Department of Education, Division of Special Education, has deemed it necessary to utilize 2005-06 data for its baseline instead of 2004-05 data. This is due to a lack of complete and consistent data collection to meet measurement criteria for this indicator (i.e. a, b, c, d) for the 2004-05 year.

Actual Target Data for 2005-06:**Through Part B Monitoring**

In the sampling of LEAs monitored across the state*, the total number of students referred prior to age 3 was 468, the total number not eligible was 124, and the number eligible who had an IEP implemented by the third birthday was 341. This represents 99% of the total children referred. The target percentage was 100%.

Those LEAs not attaining 100% compliance have written program improvement plans (PIPs). These will be followed up on during the 2006-07 school year for compliance/improvement in this area within one year of identification

*LEA by LEA analysis of the above: Forty two (42) LEAs representative of the state were monitored during the 2005-06 cycle. Of these LEAs, thirty four (34) had 100% compliance with this indicator and eight (8) did not. These LEAs included all demographic characteristics of the State (See indicator # 8-Overview for a detailed description of the demographic characteristics of these systems)

Through Part C Monitoring

Ninety-nine (99) % of children transitioning from TEIS had IEPs in place by age three, based on monitoring reporting. The required percentage is 100%.

The Early Childhood Transition area has been monitored in past cycles in the areas of parent training for transition from Part C to B, 90 day transition meetings, and community service information provided to families of non-eligible children (see SPP Indicator #15 for more information).

Through Part C/Section 619 Analyses: Tennessee has considered ways in which data may be analyzed to answer SPP preschool transition questions when the state electronic database development is complete. One such analysis would involve the identification of children from the Tennessee Early Intervention Data System (TEIDS, ages 0 to 3) who turned three and who will continue to be tracked in the TN EasyIEP (ages 3-21) statewide electronic database, ages 3-21.

As of the February 1, 2007 APR status report, TEIDS and EasyIEP database information sharing are still under construction. Once completed TN will be able to account for:

1. # of Children included in A but not B or C.
2. The range of days beyond the third birthday when eligibility was determined.
3. Reasons for delays.

Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that occurred for 2005-06: (See "status" section below for discussion)

Improvement Activities	Status of Improvement Activities
Quarterly Regional Partnership meetings in training and TA to improve transition steps and services.	Due to travel and personnel issues these meetings have been held as needed rather than quarterly
Continue to update and provide "Paving the Way for Successful Transitions" training modules for improved transition processes	Paving the Way for Successful Transitions is a transition training module presented jointly by Part C and Part B staff. This module has been required for systems that did not meet 100% compliance.
Identify and log transition issues from phone calls, parents, and compliance consultants.	Transition issues have been tracked and discussed by Division staff, LEAs and TEIS on an individual basis. Trends have been noted and analyzed for systematic improvement.
Work with Focus group of TN DOE Sp Ed Offices of 1) Data Services, 2) Compliance and Monitoring, and 3) Early Childhood, a local TEIS provider and a LEA representative to develop a data system for tracking students with IEPs that interfaces "transition components" in Part C with Preschool (619).	This work is underway and will be complete by the next reporting period.
Ensure that the Tennessee EasyIEP statewide electronic data system development includes: ---Students served in Part C ---Students referred to Part B ---Students determined not eligible for Part B ---Students determined eligible with development and implementation of IEP date. ---Field indicating range of days beyond third birthday ---Field indicating reasons for delay	This work began during the 2005 school year and is in the final stages of completion
As a result of LEA monitoring: ---Provide technical assistance to LEAs based on information identified through self-assessment or a survey ---Provide training in LEAs where significant discrepancies or noncompliance issues are	"Paving the Way for Successful Transitions" is a transition training module presented jointly by Part C and Part B staff. This module has been required for systems that did not meet 100% compliance. Other TA is provided.

APR Template – Part B (4)

Tennessee
State

found (these discrepancies and the specific training required are documented in Program Improvement Plans (PIPs).	
Provide TA to individual families as needed.	TA is provided to families on a routine basis as needed.

Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for 2006-07: *[If applicable]*

Proposed Targets	Improvement Activities	Timelines	Resources
ALL from 2006-07 to 2010-11	Data verification to include: 1. Training on data collection and data entry 2. Regular report tracking 3. Formal verification of data 4. Ongoing communication between state and locate systems 5. Train LEAs on TEIDS data system 6. Site visits as needed	2006-07 and 2007-08	State staff and regional consultants

Part B State Annual Performance Report (APR) for 2005-2006

Overview of the Annual Performance Report Development:

Monitoring Priority: Effective General Supervision Part B / Effective Transition

INDICATOR 13 – SECONDARY TRANSITION WITH IEP GOALS: Percent of youth aged 16 and above with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.

(20 U.S.C. 1416(a)(3)(B))

Measurement: Percent = [(# of youth with disabilities aged 16 and above with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals) divided by the (# of youth with an IEP age 16 and above)] times 100.

FFY	Measurable and Rigorous Target
2005 2005-2006	100% of youth aged 16 and above with an IEP will have coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet post-secondary goals

Actual Target Data for *(Insert FFY):*Through LEA Monitoring-

Based on the requirements of this indicator, 939 student transition plans were reviewed during the 2005-06 school year in 42 LEAs, for compliance with statutory requirements for transition goals and services. Of this number 561 or 60% were found to meet the federally defined target of 100% for appropriate measurable post secondary goals and transition services.

Discussion of Baseline Data:Through LEA Monitoring-

While 60% compliance represents over half of the plans reviewed, it should be noted that the 2005-06 review which, was the first of this type. Improvements in the 40 % of plans not found in compliance were addressed through the development of Program Improvement Plans (PIPs) in all of the 42 LEAs monitored. These plans tended to focus on the proper conducting of IEP meetings to write transition goals and plans, the proper components of plans for 16 year olds, and the utilization of outside agencies for implementing the plans. (All findings identified during the 2005-06 school year will be corrected within one year of their identification.)

Technical assistance in the transition area is currently being provided to LEAs with emphasis placed on the utilization of proper "age appropriate transition based assessments" for writing appropriate measurable transition goals.

APR Template – Part B (4)

Tennessee
State

Hopefully these efforts will guide the improvement of student plans, result in the writing of more useful post secondary goals and provide more support to student's in attaining these goals.

Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that occurred for 2005-06:

Improvement Activities	Status of Improvement Activities
Implement Transition Outcomes Project	Completed agenda for 2005-06 and will continue through 2005-07 SY

Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for *(Insert FFY)*

[If applicable]

Part B State Annual Performance Report (APR) for 2005-2006

Overview of the Annual Performance Report Development:

Monitoring Priority: Effective General Supervision Part B / Effective Transition

INDICATOR 14 – SECONDARY TRANSITION AFTER SECONDARY SCHOOL: Percent of youth who had IEPs, are no longer in secondary school and who have been competitively employed, enrolled in some type of postsecondary school, or both, within one year of leaving high school.

(20 U.S.C. 1416(a)(3)(B))

Measurement: Percent = [(# of youth who had IEPs, are no longer in secondary school and who have been competitively employed, enrolled in some type of postsecondary school, or both, within one year of leaving high school) divided by the (# of youth assessed who had IEPs and are no longer in secondary school)] times 100.

FFY	Measurable and Rigorous Target
2005 2005-2006	Since this is a new indicator, no target is required at this time.

TN collected baseline “post school outcome data” from secondary students who graduate, age out, or drop out during the 2005-06 school year and annually thereafter. This data was collected through a survey of post secondary school enrollment and competitive employment status within one year of exit. The survey will again be carried out in the spring of the 2006-07 school year to determine rigorous targets.

School systems completing the survey during the 2006-07 will be representative of all demographic categories of the state, and will be randomly selected using the *National Post School Outcomes Center (NPSO)* sampling calculator. “Post school outcome data” will be reported by school district and state wide. Representative state level data will be used in APR and SPP reporting and will drive state improvement activities.

Plans for surveying all systems with an Average Daily Membership (ADM) of over 50,000 students annually are as follows:

- 1) Knox County School System - The sampling of students surveyed will be at least 25% of the total exited and will include all disabilities and will be proportional to the same percentage rate which occurs in the complete listing of exited seniors. The survey will be completed by telephone after students have been exited from the system at least one year. The system will use survey results in programming decisions and planning.
- 2) Memphis City School System - The survey will be conducted by telephone in mid - April of the school year following student exit from the system. An attempt will be made to contact every

exited student, or their family, by the teacher whose roster the student was on. The desired response rate will be 50% and the system states that this should be a reasonable return rate due to the fact that contact will be made by staff members with whom the student or family are acquainted. Each High School will complete a tally of results then these will be combined for a system wide report. Results will be used to develop/edit/re-align instructional and transitional goals and activities for students who are still enrolled.

- 3) Metropolitan Nashville Public Schools - The system will use a graduated scale proportional to the number of students who have exited for sample selection resulting in approximately 17% of the 05-06 exiters being surveyed. No response rate has been designated. The data collection will be done through a telephone survey and the results compiled for each high school involved as well as system wide. All disabilities and demographics will be represented in the sample of students surveyed. Results will be shared with supervisors and lead teachers and used to adjust instructional activities and transition goals.

The survey will provide information on competitive employment which is defined as: *work in the competitive labor market that is performed on a full-time or part-time basis in an integrated setting and for which an individual is compensated at or above the minimum wage but not less than the customary wage and level of benefits paid by the employer for the same or similar work performed by individuals who are not disabled.* This is the definition of the Rehabilitation Act as adopted by the state of TN.

Additionally information will be obtained on postsecondary schooling which is defined as: *education in a community college, four year university, vocational tech program or private vocational program with or without accommodations, attending full or part time. Full or part time attendance is defined by each school or program.*

Actual Target Data for 2005-06:

Baseline/Entry Data for FFY 2005 (2005-2006):

Through LEA Monitoring:

A post secondary pilot survey was conducted across the State with **488 exited seniors in 26 LEAs** in the Spring of 2006. This group of LEAs was in their 2nd year of monitoring (i.e. follow-up year). The sampling calculator was not utilized for this baseline collection of data but will be beginning with the 06-07 data collection period as outlined in the above overview. Exited seniors, approximately one year out, provided information on post secondary education and employment activities through a telephone survey conducted by LEA staff.

POST SECONDARY EDUCATION

104 OF 488 or 21% were enrolled in some type of post secondary schooling.

EMPLOYMENT

271 of 488 or 56 % were currently employed in a paid job.

INDEPENDENT LIVING ACTIVITIES

314 of 488 or 64% were involved in shopping independently (groceries, clothing, household goods)
252 of 488 or 52% were involved in independent banking and bill paying
244 of 488 or 50% were involved in making appointments independently
257 of 488 or 53% were involved in accessing transportation and driving independently.

STUDENT INVOLVMENT IN TRANSITION PLANNING

432 OF 488 or 89% had involvement in developing the plan. (not 100% compliance primarily due to severity of student disability and ability to give input)

STUDENT INVOLVEMENT IN WORK BASED LEARNING

188 OF 488 or 39% were involved in Work Based Learning Programming

HIGH SCHOOL PROGRAM AND PREPARATION FOR ADULT LIFE

349 of 488 or 72% felt that high school programming prepared them for post school activities.

Discussion of Baseline/Entry Data:

As is evident from the data, more students are employed after exit from high school than are enrolled in post secondary schooling. It is possible that some students with IEPs exiting high school may not feel prepared to further their education, and that a job, regardless of its merits or benefits, provides immediate gratification in the form of earnings. LEAs should set goals to increase enrollment in postsecondary schooling for students with IEPs as this has the potential to increase levels of employment and independent living.

Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that occurred for 2005-06:

Improvement Activities	Status of Improvement Activities
Review data collection system and protocol	Completed
Review technical assistance documents from the National Post School Outcomes Center	Completed
Provide information and training about this requirement and use of data collection instrument to local school system personnel	Completed
Identify population of students to exit during 2005-06 school year and gather demographic data and contact information for exit survey	Completed

Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for *(Insert FFY)*
[If applicable]

Part B State Annual Performance Report (APR) for 2005-2006

Overview of the Annual Performance Report Development:

Monitoring Priority: Effective General Supervision Part B / General Supervision

INDICATOR 15 – MONITORING: General supervision system (including monitoring, complaints, hearings, etc.) identifies and corrects noncompliance as soon as possible but in no case later than one year from identification.

(20 U.S.C. 1416 (a)(3)(B))

Measurement:

- A. Percent of noncompliance related to monitoring priority areas and indicators corrected within one year of identification:
- # of findings of noncompliance
 - # of corrections completed as soon as possible but in no case later than one year from identification.
- Percent = [(b) divided by (a)] times 100.

FFY	Measurable and Rigorous Target
2005 (2005-2006)	<p>100% of proposed corrective actions to address the findings of non-compliance identified during the 04-05 SY will be initiated or completed by the end of the 2005-06 school year.</p> <p>Percentages will be reported according to required measurement methods for all areas.</p> <p>Any areas not addressed within one year of identification will include a description of actions that will be taken by TDOE and a description of actions taken to address any area not addressed adequately within one year of identification will be provided.</p> <p>For dispute resolution, the state will meet all mandated requirements within required timelines.</p>

In response to the "Issues Identified in the State Performance Plan", Indicator #15, received by TDOE in March, 2006, the following information is provided:

Through LEA monitoring

Findings identified during the 2003-2004 school year that were corrected within one year of identification was 100%. This consisted of 189 findings in 31 LEAs in 6 priority areas for 34 indicators.

APR Template – Part B (B)

Tennessee
State

Findings identified during the 2004-2005 school year that were corrected within one year of identification was 100%. This consisted of 131 findings in 29 LEAs in 6 priority areas for 26 indicators.

Through Private Agency Monitoring

Findings identified during the 2003-2004 school year that were corrected within one year of identification was 100%. This consisted of 48 findings in 6 agencies.

Findings identified during the 2004-2005 school year that were corrected within one year of identification was 100%. This consisted of 16 findings in 39 agencies.

Through Incarcerated Youth Monitoring

Findings identified during the 2003-2004 school year that were corrected within one year of identification was 100%. This consisted of 11 findings in 31 facilities in one priority area.

Findings identified during the 2004-2005 school year that were corrected within one year of identification was 100%. This consisted of 16 findings in 41 facilities in 2 priority areas.

Through Dispute Resolution

Findings identified during the 2003-2004 school year that were corrected within one year of identification was 100%. This consisted of 136 written complaints, 69 due process hearings, and 44 mediations.

Findings identified during the 2004-2005 school year that were corrected within one year of identification was 100%. This consisted of 119 written complaints, 70 due process hearings, and 50 mediations.

Actual Target Data (findings) for 2005-06 SY:

Through LEA Monitoring (244 findings) 42 LEAs monitored

Priority Area: FAPE in the LRE

<u>Indicator</u>		<u>Findings</u>
1	High School Diploma Type	11
2	Drop Out Rate	28
4	Suspension Rate	4
5	LRE Placement	See next line
	(% of time spent in Special Education)	14
6	Preschool Settings	4
8a	Comparable Facilities	10

APR Template – Part B (B)

Tennessee
State

Priority Area: Effective General Supervision

Indicator

Findings

11	Child Identification	28
11a	Timely Re-Evaluations	32
11b	Student Record Reviews	41
11c	Child Find	23
12	Part C to Part B Transition	8
13	Appropriate Measurable	41

Resolution of these will be determined within one year during the 06-07 School year.

Through Private Agency monitoring (3 findings) 47 agencies monitored.

Priority Area: Effective General Supervision Findings

Out dated levels of Performance 1

Out-dated psychological Report 1

Priority Area: FAPE in the LRE

Shortened school day 1

All 05-06 findings have been corrected in less than one year of identification.

Through Incarcerated Youth Monitoring (5 findings) 47 facilities monitored

Priority Area: Effective General Supervision Findings

Services not provided 5

All 05-06 findings have been corrected in less than one year of identification.

Through Dispute Resolution

Priority Area: Effective General Supervision

Findings identified during the 2005-2006 school year that were corrected within one year of identification was 100%. This consisted of 106 written complaints and 39 mediations.

The 41 due process hearings will be finalized during the 06-07 school year within one year of identification (i.e. filing).

Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that occurred for 2005-06:Through LEA Monitoring:

Progress was noted with the number of findings being reduced from 03-04 to 04-05. The number of findings for 05-06 increased. However, almost twice the LEAs were monitored as in the two previous years. The requirements for High School Transition were more strictly monitored as well, also supporting the additional findings. All improvement activities including follow up technical assistance, continuation of current monitoring practices, trainings in non compliance areas, and posting of monitoring findings on the State web site were completed.

Through Private Agency Monitoring:

Progress was noted as the number of findings was reduced from sixteen (16) in 04-05 to three (3) in 2005-06. All improvement activities including follow up technical assistance, continuation of current monitoring practices, trainings in non compliance areas, and posting of monitoring findings on the State web site were completed.

Through Incarcerated Youth Monitoring:

Progress was noted as the number of findings was reduced from sixteen (16) in 2004-05 to five (5) in 2005-06. All improvement activities including follow up technical assistance, continuation of current monitoring practices, trainings in non compliance areas, and posting of monitoring findings on the State web site were completed.

Improvement Activities	Status of Improvement Activities
Provide follow-up technical assistance to programs based on information identified through on-site monitoring visits.	<u>LEAS</u> <i>29 followed up on</i> <u>Private Agencies</u> <i>3 followed up on</i> <u>Incarcerated Youth</u> <i>5 Facilities in 3 Counties</i>
Continue current monitoring practices to ensure compliance with federal requirements.	<u>LEAS</u> <i>42 LEAs monitored</i> <u>Private Agencies</u> <i>47 LEAs monitored</i> <u>Incarcerated Youth</u> <i>41 Facilities monitored</i>
Provide training in programs where significant discrepancies or noncompliance issues are found. (The discrepancies and the specific training required are documented in the Corrective Action Plans – CAP.)	<u>LEAS</u> <i>29 required various trainings based on CAP content.</i> <u>Private Agencies</u> <i>0 trainings required</i> <u>Incarcerated Youth</u> <i>0 trainings required</i>

Monitoring reports will be posted on the Web and instructional sessions at the state and regional conferences and annual orientation for new agency/program staff.	<u>LEAS</u> <i>Reports posted Fall 06</i> <u>Private Agencies</u> <i>Reports posted Fall 06</i> <u>Incarcerated Youth</u> <i>Reports posted Fall 06</i>
--	--

Through Dispute Resolution:

Training and review of state and federal dispute resolution processes, and ongoing technical assistance to LEAs, contributed to the progressively lower number of complaints, mediation requests and due process hearing requests. These activities also contributed to an improved level of compliance, thereby ensuring continued progress in the provision of FAPE.

Improvement Activities	Status of Improvement Activities
Provide technical assistance and training in LEAs where discrepancies or noncompliance issues are found. Continue current practices and training to ensure compliance with federal and state statutes and regulations.	Training and review of state and federal dispute resolution processes was conducted for the benefit of LEA staff at an annual statewide conference and at regional meetings. Dispute resolution training was conducted for new LEA administrative staff during an annual orientation meeting. Technical assistance was provided at the meetings, as well as throughout the year.

Revision, with justifications, to Proposed Targets / Improvement Activities / Timelines / Resources for *(Insert FFY): (If applicable)*

-

Part B State Annual Performance Report (APR) for 2005-2006

Overview of the Annual Performance Report Development:

Monitoring Priority: Effective General Supervision Part B / General Supervision
--

INDICATOR 16 - COMPLAINTS: Percent of signed written complaints with reports issued that were resolved within 60-day timeline or a timeline extended for exceptional circumstances with respect to a particular complaint.

(20 U.S.C. 1416(a)(3)(B))

Measurement: Percent = $[(1.1(b) + 1.1(c)) \text{ divided by } 1.1] \text{ times } 100.$

FFY	Measurable and Rigorous Target
2005 (2005-2006)	100% of signed written administrative complaints will be resolved within required timelines.

Actual Target Data for 2005-06:

Refer to TABLE 7 at the end of this Indicator.

100% of signed written administrative complaints were resolved within required timelines. Of 106 signed written complaints received by the division, 93 had reported findings. Of the 93 written complaints with reported findings, 87 were within timelines and 6 were within extended timelines. There were 8 complaints withdrawn or dismissed. There were 2 complaints pending a due process hearing and 5 complaints pending at the end of the report period. **Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that occurred for 2005-06:**

Activities completed include telephone calls and reminder letters to complainants and LEAs to encourage resolution of pending complaints within timelines. Early resolution is continually encouraged during the course of the complaint investigation and resolution process. These activities contributed to the state's progress in meeting the target, thereby ensuring continued progress in the provision of FAPE.

Improvement Activities	Status of Improvement Activities
Telephone calls and reminder letters to complainants and LEAs to encourage resolution of pending complaints within timelines. Early resolution is encouraged.	This was accomplished through telephone calls and written correspondence with complainants and LEA staff.

**Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines /
Resources for 2006-07: *[If applicable]***

Proposed Targets	Improvement Activities	Timelines	Resources
Written Complaints 2006-07 to 2010-11	Increase communication between legal and other division staff to address and resolve complainant telephone calls before they become formal written complaints. Maintain documentation of calls received and written complaints logged and do a comparison of differences.	Beginning 07 and annually thereafter	Legal and other Division staff as needed.

TABLE 7-REPORT OF DISPUTE RESOLUTION

TABLE 7

Page 1 OF 1

**REPORT OF DISPUTE RESOLUTION UNDER PART B, OF THE
INDIVIDUALS WITH DISABILITIES EDUCATION ACT
2005-06**

OMB:1820-0677
FORM EXPIRES: 08-31-2009

SECTION A: Written, signed complaints	
(1) Written, signed complaints total	106
(1.1) Complaints with reports issued	93
(a) Reports with findings	93
(b) Reports within timeline	87
(c) Reports within extended timelines	6
(1.2) Complaints withdrawn or dismissed	8
(1.3) Complaints pending	5
(a) Complaint pending a due process hearing	2
SECTION B: Mediation requests	
(2) Mediation requests total	39
(2.1) Mediations	
(a) Mediations related to due process	12
(i) Mediation agreements	9
(b) Mediations not related to due process	27
(i) Mediation agreements	13
(2.2) Mediations not held (including pending)	12
SECTION C: Hearing requests	
(3) Hearing requests total	41
(3.1) Resolution sessions	26
(a) Settlement agreements	13
(3.2) Hearings (fully adjudicated)	3
(a) Decisions within timeline	1
(b) Decisions within extended timeline	2
(3.3) Resolved without a hearing	33
SECTION D: Expedited hearing requests (related to disciplinary decision)	
(4) Expedited hearing requests total	1
(4.1) Resolution sessions	0
(a) Settlement agreements	0
(4.2) Expedited hearings (fully adjudicated)	1
(a) Change of placement ordered	0

Part B State Annual Performance Report (APR) for 2005-2006**Overview of the Annual Performance Report Development:****Monitoring Priority: Effective General Supervision Part B / General Supervision**

INDICATOR 17 – DUE PROCESS HEARINGS: Percent of fully adjudicated due process hearing requests that were fully adjudicated within the 45-day timeline or a timeline that is properly extended by the hearing officer at the request of either party.

(20 U.S.C. 1416(a)(3)(B))

Measurement: Percent = [(3.2(a) + 3.2(b)) divided by (3.2)] times 100.

FFY	Measurable and Rigorous Target
2005 (2005-2006)	100% of due process hearings will have written decisions within the required timelines.

Actual Target Data for 2005-06:

Refer to TABLE 7 located at the end of Indicator 16 in this APR.

100% of due process hearings were decided within the timelines. Of 41 due process hearing requests received by the division 3 were fully adjudicated. Of the 3 that were fully adjudicated 1 was decided within timelines and 2 were decided within extended timelines. 33 due process hearing requests were resolved without a hearing.

One expedited hearing request was received by the division. It was fully adjudicated and a change of placement was not ordered.

Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that occurred for 2005-06:

Training for hearing officers was provided in February 2006, May 2006 and June 2006. Use of the model order of continuance was encouraged in order to ensure a progressive continuity in the administration of the hearing process. These activities contributed to the state's progress in meeting the target, thereby ensuring continued progress in the provision of FAPE.

Improvement Activities	Status of Improvement Activities
Provide training for hearing officers. Continue use of Model Order of Continuance to provide uniformity and continuity in administration of the hearing process.	Hearing officer training was provided in February 2006, May 2006 and June 2006. Use of the model order of continuance is encouraged in administration of the hearing process.

Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for*(Insert FFY): [If applicable]*

Proposed Targets	Improvement Activities	Timelines	Resources

Part B State Annual Performance Report (APR) for 2005-2006

Overview of the Annual Performance Report Development:

Monitoring Priority: Effective General Supervision Part B / General Supervision

INDICATOR 18 – HEARING REQUESTS THAT WENT TO RESOLUTION: Percent of hearing requests that went to resolution sessions that were resolved through resolution session settlement agreements.

(20 U.S.C. 1416(a)(3)(B))

Measurement: Percent = (3.1(a) divided by 3.1) times 100.

FFY	Measurable and Rigorous Target
2005 2005-2006	1% of hearing requests that go to resolution sessions will be resolved through resolution session settlement agreements.

Actual Target Data for 2005-06:

Refer to Table 7, located at the end of Indicator 16 in this APR.

Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that occurred for 2005-06:

Improvement Activities	Status of Improvement Activities
Develop appropriate form for collection of data regarding resolution sessions. Collect data regarding resolution sessions. Train division staff for attendance at resolution sessions.	Completed during the 2005-2006 School Year

Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for *(Insert FFY)*
[If applicable]

Part B State Annual Performance Report (APR) for 2005-2006

Overview of the Annual Performance Report Development:

Monitoring Priority: Effective General Supervision Part B / General Supervision

INDICATOR 19 - MEDIATION: Percent of mediations held that resulted in mediation agreements.

(20 U.S.C. 1416(a)(3)(B))

Measurement: Percent = $[(2.1(a)(i) + 2.1(b)(i)) \text{ divided by } 2.1] \text{ times } 100$.

FFY	Measurable and Rigorous Target
2005 (2005-2006)	50% of mediations will reach agreement within any applicable timelines

Actual Target Data for 2005-06:

Refer to TABLE 7 located at the end of Indicator 16 in this APR.

56% of mediations reached agreement within applicable timelines. Of 39 mediation requests received by the division, 27 were not related to due process hearing requests. Of the 27 that were not related to due process hearing requests, 13 resulted in agreements. Of the 12 mediations that were related to due process hearing requests, 9 resulted in agreements. 12 mediations were either pending or not conducted.

Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that occurred for 2005-06:

Improvement Activities	Status of Improvement Activities
Provide training for mediators. Encourage use of mediation as a dispute resolution process.	Training for mediators was conducted in January 2006. Mediation is continually encouraged by division staff as a dispute resolution process.

Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for *(Insert FFY): [If applicable]*

Part B State Annual Performance Report (APR) for 2005-2006

Overview of the Annual Performance Report:

Monitoring Priority: Effective General Supervision Part B / General Supervision
--

INDICATOR 20 – TIMELINESS & ACCURACY OF DATA & REPORTS: State reported data (618 and State Performance Plan and Annual Performance Report) are timely and accurate.

Measurement:

State reported data, including 618 data and annual performance reports, are:

- Submitted on or before due dates (February 1 for child count, including race and ethnicity; placement; November 1 for exiting, discipline, personnel; and February 1 for Annual Performance Reports); and
- Accurate (describe mechanisms for ensuring error free, consistent, valid and reliable data and evidence that these standards are met).

FFY	Measurable and Rigorous Target
2005 (2005-2006)	State reported data are 100% timely and accurate.

Actual Target Data for 2005-06:

Out of the six OSEP Tables, we were able to submit Tables 1, 2, and 4 on time. Tables 3, 5 and 6 were submitted late; which in turn made it difficult to meet the timelines for review and submission of those Indicators in the Annual Performance Report. We would give our actual target data as 50% for this report. It is believed that the reasons why these tables were late has been addressed and should be on time for the next round of submissions.

Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that occurred for 2005-06:**A. To ensure accuracy of data:**

Improvement Activities	Status of Improvement Activities
Provide TA to LEAs on <ol style="list-style-type: none"> collecting valid & reliable data as well as procedures to verification of data maintaining copy of records submitted to State How/when to notify State of 	PROGRESS: During the first four months of the 2005-2006 school year, bi-weekly teleconferences were held for all LEAs. For the remainder of the school year teleconferences were held as needed. The primary purpose of these teleconferences was to provide technical assistance regarding topics listed in Improvement Activities a-e (listed to the left) in a detailed manner; to inform LEAs of changes/edits/fixes in the data system for students with disabilities; cover issues

<p>changes in LEA data</p> <p>d. Year to year comparisons of each table, i.e. child count, disability information, exiting and LRE data</p> <p>e. Definitions for common misinterpretations or new interpretations, such as how to enter "Moved, not known to be continuing", distinguishing long vs. short-term suspensions, etc.</p> <p>f. Use of state-wide assessment data for students with disabilities in state and federal reports (new OSEP Table 6)</p>	<p>surrounding the integration of the data system for students with disabilities with the data system for all students in the state. Technical assistance regarding the use of state-wide assessment data for students with disabilities in state and federal reports (new OSEP Table 6) will be provided to LEAs in 2006-2007.</p>
<p>Work with contractor for state special education student information system to refine data collection system to ensure accuracy and timeliness of teacher, school, LEA, and SEA-level data</p>	<p>PROGRESS: During FFY 2005-06, approximately 140 hours of direct contact (in-person meetings, work sessions, and follow-up conversations) with the contractor for the state special education student information system to refine data collection system to ensure accuracy and timeliness of teacher, school, LEA, and SEA-level data were completed.</p>
<p>Implement unique student identification number to more accurately match, track, and interpret data.</p>	<p>PROGRESS: All LEAs are now required to access the unique student identification number assignment/lookup program when enrolling students in the LEA and store this number.</p>
<p>Communicate and collaborate with other offices within the Tennessee Department of Education to obtain comparison data necessary for compilation of Annual Performance Report indicators</p>	<p>PROGRESS: Meeting monthly with TN Department of Education Data Management Committee (department-wide, all offices represented). This is an ongoing activity.</p>
<p>Work to receive clearance to submit data previously submitted to OSEP through the DANS system via the Education Data Exchange Network (EDEN).</p>	<p>PROGRESS: Some progress made toward- TN successfully submitted partial state and LEA-level data to EDEN on April 7, 2006. During the 2006-2007 school year. Tennessee will begin complete data submissions to EDEN.</p>

B. To ensure that all federal data tables are submitted on time –

Improvement Activities	Status of Improvement Activities
Information placed on special	PROGRESS: Information was made available

education website for LEAs to download and read for December Census Report	to LEAs regarding the 2005 December Census Report packet (including both state and federal data collections) on November 18, 2005.
December Census due to State from LEAs	PROGRESS: 100% of LEAs reported their 2005 December Census to the state by January 31, 2006
Deadline for all verifications and additional data.	PROGRESS: 100% of LEAs reported their 2005 December Census to the state by January 31, 2006
Submit Federal Data Tables 1, 3 & 6 to OSEP	<p>SLIPPAGE: We experience significant delays in our ability to report OSEP Tables 1, 3, and 6 for 2005-06. The significant delays reporting occurred due to significant delays in the development and implementation of the new special education student data system.</p> <p>Child Count Table 1 was originally submitted to OSEP and Westat on February 2, 2006 (12:41 CDST). Revised Table 1, original Education Environment Table 3 and Assessment Table 6 were submitted to OSEP and Westat on February 27, 2006. A revision of Table 3 was submitted to OSEP and Westat on February 28, 2006.</p> <p>We <u>do not</u> anticipate delays in reporting OSEP Tables 1, 3, and 6 for 2006-2007.</p>
Information placed on special education website for LEAs to download and read for EOY Reports	PROGRESS: Information was made available to LEAs regarding the 2005-2006 End of the Year packet (including both state and federal data collections) on April 28, 2006.
EOY Federal Tables due to State from LEAs	PROGRESS: 100% of LEAs reported their 2005-2006 End of the Year packet to the state by August 11, 2006
Submit Federal Data Tables 2-5 to OSEP	<p>SLIPPAGE: Personnel Table 2 and Exit Table 4 were submitted to OSEP and Westat on time (on November 1, 2006 4:03PM CDST).</p> <p>We experience significant delays in our ability to report OSEP Table 5 for 2005-06. The significant delays reporting occurred due to significant delays in the development and implementation of the new special education student data system. Discipline Table 5 for 2005-2006 was submitted to OSEP and Westat on January 24, 2007.</p>

	We <u>do not</u> anticipate delays in reporting OSEP Tables 2, 4, and 7 for 2006-2007.
--	--

C. To ensure that the FFY'05 APR is submitted by February 1, 2007 -

Improvement Activities	Status of Improvement Activities
Review/reassign staff assignments to each indicator as well as to each cluster.	Progress. This was completed the week after submission of the 2005-2010 State Performance Plan.
Organize federal data tables 1, 3 & 6 for indicators who utilized Dec. 1 data (due February 1 to OSEP) for next APR in format for indicator chairpersons to use with groups.	Progress. Although some slippage with submission of data tables to OSEP, the tables were provided to the appropriate chairpersons by the first of March.
Provide reformatted Federal Data Tables to appropriate indicator chairpersons.	Progress. All data tables utilizing Dec. 1 data reformatted and provided to Chairpersons by end of March
Assignments due for indicators who utilized Dec. 1 data (due February 1 to OSEP).	Progress. All indicators completed and ready for reviews and revisions by end of May
Review indicators and provide feedback.	Progress. Final review in mid-June.
Submit completed "draft" indicators to DOE APR Committee for review & revision.	Progress. Indicators 5 (revision) for APR & SPP, 8-11 APR, and 15 (SPP) submitted for final review prior to submission in July.
Submit completed "draft" indicators to State Advisory Council/ICC for review & feedback.	Progress. Provided to State Advisory Council on October 17, 2006 for October 23, 2006 meeting.
Consider and incorporate Advisory Council/ICC comments.	Progress: Week of October 23 rd
Finalize indicators utilizing February 1 data for next APR.	Slippage. Could not provide Table 5 for Indicator 4 Discipline on time.
Organize federal data tables 2, 4, & 5 (due November 1 to OSEP) for next APR in format for indicator chairpersons to use with	Slippage. Indicator 4 could not be completed within timelines due to delay in information. Format for Indicators 1 & 2 were completed on time.

groups.	
Provide Federal Data Tables (due to OSEP on Nov. 1) to appropriate indicator chairpersons.	Slippage. Could not provide Table 5 for Indicator 4 Discipline on time. Tables 4 and 7 were provided on time for Indicators 1 & 2 and 16-19.
Assignments due for indicators who utilized data due to OSEP on Nov. 1.	Slippage. Could not provide Table 5 for Indicator 4 Discipline on time.
Review indicators and provide feedback to indicator chairpersons.	Slippage. Could not provide Table 5 for Indicator 4 Discipline on time. All others provided on time.
Submit completed "draft" indicators to DOE APR Committee for review & final revision.	Slippage. Could not provide Table 5 for Indicator 4 Discipline on time. All others provided on time.
Submit "draft" indicators to State Advisory Council for review and comments.	Slippage. Submitted on January 2, 2007 with the exception of Indicator 4.
Consider and incorporate Advisory Council/ICC comments into APR	Progress. Comments received by email and at meeting were incorporated into document
Submit completed APR for final approval to State Advisory Council.	January 8, 2007 meeting with the exception of Indicator 4 th .
Submit FYY'05 APR to OSEP & place document on Division website.	Submitted to OSEP electronically on January 27, 2007. Indicator 4 emailed to Advisory Council. Same date document was submitted to webmaster to place on the web.

Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for *(Insert FFY) : [If applicable]*

Proposed Targets	Improvement Activities	Timelines	Resources

Part B State Annual Performance Report (APR) for 2005-2006**Overview of the Annual Performance Report:**

Data for the State Indicator of Disproportionate Identification of Minority Students as Intellectually Gifted was collected through system reporting in the 2005-2006 Gifted End-of-Year Report. A task force comprised of parents, teachers, university educators, advocacy groups and DOE personnel was assembled and met throughout the 2005-2006 school year with purpose of determining appropriate identification standards and guidelines for underrepresented student populations as Intellectually Gifted. Additionally, Tennessee's Disproportionality Core Workgroup comprised of DOE Special Education Staff and ESL Staff met several times during the 2005-2006 school year and has set a State Goal to decrease the under representation of black (not Hispanic) as well as Hispanic students in the area of gifted.

Monitoring Priority: Disproportionate Identification of Minority Students as Intellectually Gifted

STATE INDICATOR 21 – GIFTED: Under representation of black (not Hispanic) and Hispanic ("target") students as Intellectually Gifted:

- A. Percent of "target" students identified as potentially gifted through individual screening
- B. Percent of "target" students evaluated and identified as gifted
- C. Percent of "target" students receiving services as gifted in grades K-12

(20 U.S.C. 1416(a)(3)(B))

Measurement:

- A. Percent of "target" students identified as potentially gifted through individual screening = number of students in "target" groups individually screened divided by the total number of students in "target" groups X 100.
- B. Percent of "target" students evaluated and identified as gifted = number of students in "target" groups evaluated and identified as gifted divided by the total number of students in "target" groups X 100.
- C. Percent of "target" students receiving services as gifted = number of students in "target" groups receiving services as gifted divided by the total number of students in "target" groups X 100.

FFY	Measurable and Rigorous Target
2005 2005-2006	<p>Statewide the percent of black (not Hispanic) students in grades K-12 identified as gifted will increase by .1%.</p> <p>Statewide the percent of Hispanic students in grades K-12 identified as gifted will increase by .1%.</p>

Actual Target Data for 2005-2006:

Data collected in the 2005-2006 school year is indicative of continued disproportionate identification and placement of black (not Hispanic) and Hispanic students as gifted when compared with white (not Hispanic students). Based on Tennessee's June 30, 2006 school enrollment, the total number of students in Tennessee for grades K-12 is 991,489. Tennessee's identified gifted students comprise 29,169 or 2.9% of the total school population. A breakdown of the data for students in each of the "target" populations, as compared to white (not Hispanic) students who were screened, evaluated, and identified for services as gifted is as follows:

(State Indicator – Part A)**Students Identified as Potentially Gifted through Individual Screening**

# White Students Individually Screened	Total # All Students Individually Screened	% White Students Individually Screened
9,795	13,118	74.67%

# Black Students Individually Screened	# Hispanic Students Individually Screened	Total # All Students Individually Screened	% Target Students Individually Screened	
			Black	Hispanic
2,599	316	13,118	19.81%	2.41%

Summary of Data: Part A

White Students		Black Students		Hispanic Students	
2004-2005	2005-2006	2004-2005	2005-2006	2004-2005	2005-2006
# Individually Screened	# Individually Screened	# Individually Screened	# Individually Screened	# Individually Screened	# Individually Screened
14,841	9,795	3,856	2,599	399	316
% Individually Screened	% Individually Screened	% Individually Screened	% Individually Screened	% Individually Screened	% Individually Screened
76.04%	74.67%	19.76%	19.81%	2.04%	2.41%

(State Indicator – Part B)**Students Evaluated and Identified as Gifted**

# White Students Evaluated and Identified	Total # All Students Evaluated and Identified	% White Students Evaluated and Identified
4,560	6983	65.30%

# Black Students Evaluated and Identified	# Hispanic Students Evaluated and Identified	Total # All Students Evaluated and Identified	% Target Students Evaluated and Identified	
			Black	Hispanic
1,928	186	6983	27.61%	2.66%

Summary of Data: Part B

White Students		Black Students		Hispanic Students	
2004-2005	2005-2006	2004-2005	2005-2006	2004-2005	2005-2006
# Evaluated and Identified	# Evaluated and Identified	# Evaluated and Identified	# Evaluated and Identified	# Evaluated and Identified	# Evaluated and Identified
5,697	4,560	2,358	1,928	206	186
% Evaluated and Identified	% Evaluated and Identified	% Evaluated and Identified	% Evaluated and Identified	% Evaluated and Identified	% Evaluated and Identified

66.62%	65.30%	27.57%	27.61%	2.40%	2.66%
--------	--------	--------	--------	-------	-------

**(State Indicator – Part C)
Students Receiving Gifted Services**

White (not Hispanic)		
Statewide Total # White Students	# White Students Receiving Gifted Services	% White Students Receiving Gifted Services
668,029	22,962	3.44%

Black (not Hispanic)		
Statewide Total # Black Students	# Black Students Receiving Gifted Services	% Black Students Receiving Gifted Services
247,729	4,659	1.90%

Hispanic		
Statewide Total # Hispanic Students	# Hispanic Students Receiving Gifted Services	% Hispanic Students Receiving Gifted Services
40,930	489	1.20%

Summary of Data: Part C

White Students		Black Students		Hispanic Students	
2004-2005	2005-2006	2004-2005	2005-2006	2004-2005	2005-2006
Total # of Students		Total # of Students		Total # of Students	
654,048	668,029	235,799	247,729	28,102	40,930
# Receiving Gifted Services		# Receiving Gifted Services		# Receiving Gifted Services	
25,052	22,962	4,413	4,659	342	489
% Receiving Gifted Services		% Receiving Gifted Services		% Receiving Gifted Services	
3.83%	3.44%	1.90%	1.90%	1.21%	1.20%

Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that occurred for 2005-06:

Baseline data for the 2005-2006 school year was attained from the June 2005 End-of-Year Report submitted by all school systems. Data reflects that 2.9 percent (2.9%) of Tennessee's total student population is identified and receiving services as gifted.

Data comparing students identified as potentially gifted through the individual screening process (based on the total number of students screened) is as follows: 74.67% – white (not Hispanic); 19.81% – black (not Hispanic); and 2.41% – Hispanic. Comparative analysis for “Gifted Screening” data collected for 2004-2005 and 2005-2006 school years is as follows:
Although there is a decline in the total number of students individually screened, there is an increase in individual screening for the target populations of black (not Hispanic) and Hispanic. Individual screening revealed an increase of .05% for black (not Hispanic) students' and .37% for Hispanic students. This increase in the number of target population individual screenings is indicative of a concerted effort by school systems to address disproportionality or underrepresentation at the individual screening level.

The total number of students evaluated and identified as gifted represents a decline in the number of students who are white (not Hispanic), black (not Hispanic), and Hispanic, however, the percentage increase for the “target” populations increased by .04% for black (not Hispanic) students and by .26% for Hispanic students. This increase in gifted evaluation and identification of target populations indicates an increase in use of appropriate, culturally-responsive assessment procedures and alternative assessment tools when evaluating students in “target” populations as gifted.

Statewide enrollment data for white students in the 2005-2006 school year increased by 9.79% from enrollment in the 2004-2005 school year. However, there was a decrease in the percent of white students receiving gifted services of .4% (3.8% and 3.4%, respectively) across these two years. Statewide enrollment data for black (not Hispanic) students in the 2005-2006 school year increased by 9.51% from the 2004-2005 school year statewide enrollment. However, the percent of black (not Hispanic) students receiving gifted services remained constant (1.9% and 1.9%, respectively) for these two school years. Statewide enrollment data for Hispanic students in the 2005-2006 school year increased by 68.65% from the 2004-2005 school year statewide enrollment. However, the percent of Hispanic students receiving gifted services remained constant during (1.9% and 1.9%, respectively) during the same time data periods.

Overall, Tennessee's enrollment of white (not Hispanic) and black (not Hispanic) students indicates a moderate growth increase; however, the increase in the enrollment of Hispanic students is more than significant and should be noted. Although more students in the "target" student populations were identified and evaluated and received services as gifted in the 2005-2006 school year, increased numbers were offset by the increases in "target" population enrollment. The decrease in white (not Hispanic) students identified and receiving services as gifted may be due in part to the implementation of appropriate individual screening and comprehensive assessment procedures, which are both culturally-appropriate and culturally-sensitive for the student and help "level the playing field" and identify gifted characteristics central to the identification of "target" group students as gifted.

Improvement Activities	Status of Improvement Activities
Develop and pilot revised assessment procedures for potentially gifted students from "target" populations	Proposed gifted assessment procedures were piloted in 12 school systems in the 2005-2006 school year. Data from the pilots was submitted in May 2005, reviewed and analyzed for reliability and validity of proposed criteria procedures.
Develop Gifted "Best Practices" Manual to include: <ul style="list-style-type: none"> recommended child find and screening procedures appropriate, culturally-fair procedures of assessing "target" populations for gifted 3. instruction methods for secondary students identified as gifted 	Gifted "Best Practices" Manual is in progress. Information regarding child find and screening procedures; appropriate, culturally-fair procedure for assessment and gifted instructional methodology is being researched. Proposed Standards (basis of manual) are to be presented to the Board of Education for final approval in the 2006-2007 school year.
<ol style="list-style-type: none"> 1. Revise and analyze LEA Gifted End-of-Year (G EOY) Report to reflect revisions made in gifted identification and assessment criteria 2. Analyze data from G EOY Report and provide focus TA and LEA demographic-specific guidelines to LEAs with disproportionate or no child find activities (i.e., grade level and individual screening) 3. Provide technical assistance to LEAs that continue to screen and assess "target" populations for gifted at disproportionate rates. 	<ol style="list-style-type: none"> 1. Revisions to gifted criteria will be made in the 2007-2008 school year and revisions in data collection tables (G EOY) will report those changes. 2. Analysis of gifted report data is on-going. Specific guidelines reported in the G EOY will reflect changes made in the criteria in the 2007-2008 school year. Focus technical assistance is on-going and based on need documented in the report or requested by the LEA. 3. Technical assistance for disproportionate representation of

	gifted students is ongoing; however, the need for TA exceeds support capacity.
Provide training and TA to LEA gifted services personnel, school psychologists, gifted screening team members and teachers of gifted in appropriate, culturally-fair child find, screening, and evaluation procedures of alternative assessment methods for “target” populations.	<ol style="list-style-type: none"> 1. Training plans are ongoing and will continue through the 2006-2007 and 2007-2008 school years. Initial training for use of appropriate, culturally-fair child find, screening and evaluation procedures with alternative assessment methods for “target” populations will begin in 2007. 2. 15 of 53 LEAs (28.30%) responded to the Report on Staff Development Activities and Parent Involvement in the area of Gifted Education. Reporting LEAs trained 447 people in 2005-2006. This number represents the following percentage breakdown: parents .67%, special educators 28.16%, general educators 61.07%, paraprofessionals 5.37%, and others 8.72%.

Data for the State Indicator of Disproportionate Identification of Minority Students as Intellectually Gifted was collected through system reporting in the 2005-2006 Gifted End-of-Year Report. A task force comprised of parents, teachers, university educators, advocacy groups and DOE personnel was assembled and met throughout the 2005-2006 school year with purpose of determining appropriate identification standards and guidelines for underrepresented student populations as Intellectually Gifted. Additionally, Tennessee's Disproportionality Core Workgroup comprised of DOE Special Education Staff and ESL Staff met several times during the 2005-2006 school year and has set a State Goal to decrease the underrepresentation of black (not Hispanic) as well as Hispanic students in the area of gifted.

Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for *(Insert FFY) : [If applicable]*

Proposed Targets	Improvement Activities	Timelines	Resources

APPENDIX

IDEA, Part B – ACRONYMS

ADM		Average Daily Membership
APR		Annual Performance Report
BIP		Behavior Intervention Plan
CADRE		Consortium for Appropriate Dispute Resolution in Special Education
CFR		Code of Federal Regulations
CIMP		Continuous Improvement Monitoring Process
CSPD		Comprehensive System of Personnel Development
DCWG		Disproportionality Core Work Group
DD Council		Developmental Disabilities Council
DOE		Department of Education
DSE		Division of Special Education
ECT		Early Childhood Transition
EOY		End of Year
ESL		English as a Second Language
ESY		Extended School Year
FAPE		Free Appropriate Public Education
FBA		Functional Behavior Assessment
FLRE		Free Appropriate Public Education in the Least Restrictive Environment
FSC		Field Service Centers
GS		General Supervision
GSEG		General Supervision Enhancement Grant
ICC		Interagency Coordinating Council
IDEA /IDEIA		Individual with Disabilities Education Act 2004
IEP		Individual Education Program
IFSP		Individual Family Service Plan
LEA		Local Education Agency (i.e. School System)
LRE		Least Restrictive Environment
NCLB		No Child Left Behind
NCCRESt		National Center for Culturally Responsive Education Systems

OR		Other Requirements
OSEP		Office of Special Education Programs
Part B		The section of the IDEA that pertains to special education services for children from 3 to 22 years
Part C		The section of the IDEA that pertains to Special Services for children from birth through 2 years
PI		Parent Involvement
PIP		Program Improvement Plan
PTI		Parent Training & Information Centers
RTI		Response To Intervention
SEA		State Educational Agency
SIG		State Improvement Grant
SIP		School Improvement Plan
SSMS		State Student Management System
ST		Secondary Transition
TA		Technical Assistance
TCA		Tennessee Code Annotated
TCSP		TN Comprehensive Systemwide Planning Process
TDOE		Tennessee Department of Education
TEIS		Tennessee Early Intervention System
TBD		To Be Determined
TSB		Tennessee School for the Blind
TSD		Tennessee School for the Deaf
WTSD		West Tennessee School for the Deaf